Annual Status of Education Report (Rural) 2017

January 16, 2018

Beyond Basics

Annual Status of Education Report
AGE 14-18 असर ASER 2017 RURAL
Facilitated by PRATHAM

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About ASER 2017 'Beyond Basics'

The Annual Status of Education Report 2017 'Beyond Basics' provides data on some important dimensions of the preparedness of youth, age 14-18, in rural India, with respect to their ability to lead productive lives as adults.

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ASER 2017 'Beyond Basics': An overview

The big picture

Every year since 2005, ASER has reported on children's schooling status and their ability to do basic reading and arithmetic tasks. Year after year, ASER has highlighted the fact that although almost all children are enrolled in school, many are not acquiring foundational skills like reading and basic arithmetic that can help them progress in school and in life. Since 2006, ASER has focused on the age group 5 to 16.

Over this period, a clearly visible trend is that more and more students are completing eight years of elementary school at about age 14. Just four years later, these young people will become adults. So what do these youth do during these four years? Are we ensuring that they acquire the skills and abilities they will need to lead productive lives as adults?

To answer this question, ASER 2017 focuses on an older age group: youth who are 14 to 18 years old. The survey looks 'Beyond Basics', exploring a wider set of domains beyond foundational reading and arithmetic in an attempt to throw light on the status and abilities of youth in this age group. *For more on why ASER 2017 targets this age group, see page 3.*

In what ways is ASER 2017 similar to earlier ASER surveys?

The ASER model has several design characteristics that distinguish it from other learning assessments. ASER 2017 retains these key characteristics.

First, ASER is a household-based, rather than school-based, survey. This design enables ASER to generate estimates of schooling and basic learning for all children, rather than only those enrolled in government schools and present on the day of the assessment. ASER 2017 is also a household-based survey. Piloting the 'Beyond Basics' package and over ten years of experience of the ASER survey showed that youth in the 14-18 age group are harder to find at home. Thus, in order to take into account the fact that older children are often more difficult to find in rural locations, the usual sample size of 30 villages per district has been doubled to 60 villages per district for ASER 2017.

Second, ASER tools and processes are designed to be easy to administer and to understand, so that ordinary people can participate in the survey and understand its findings. ASER 2017 has retained this characteristic, staying away from traditional pen-paper testing and instead using pictorial questions administered in an oral, one-on-one format. Moreover, this format engages the curiosity and interest of family members and others in the community.

Third, the survey is conducted each year in partnership with organizations and institutions in the districts where the data is being collected, so that those closest to the villages and children being reported on can take the lead in disseminating the findings and acting to change the situation. ASER 2017 continues this pattern, partnering with 35 local colleges and universities to collect conduct the survey. *For more on ASER 2017 partners, see pages 139-145.*

How is ASER 2017 different from earlier ASER surveys?

Because the target age group for ASER comprises children in the elementary school age group, ASER normally collects information only about sampled children's school enrollment and basic learning abilities. But youth in the 14-18 age group are far more varied with respect to what they do, what they know, and what they want. ASER 2017 therefore attempts to capture characteristics of the target age group covering a broader set of dimensions, framed here as four components:

- Activity: What are the youth currently doing? Are they enrolled in school or college, working, taking vocational training, preparing for entrance exams? Or some combination of these activities?
- Ability: Can they apply basic reading and arithmetic abilities to everyday situations? Can they do simple financial calculations?
- Awareness and exposure: What do youth report in terms of their exposure to media? Are they familiar with common digital and financial instruments and processes?
- Aspirations: What do youth in this age group report as their educational and career goals?

For more on ASER 2017 components and questions, see pages 31-46.

Framing this more complex set of questions in ways that fit within ASER's framework of a rapid, citizen-led, easy to understand survey has been a complex task. Eighteen months of desk research and field piloting have led us to the present 'Beyond Basics' package. *For more on the evolution of the package, see* pages *25-26.*

We believe that in its current form, ASER 2017 'Beyond Basics' captures some important dimensions of the preparedness of youth in rural India with respect to their ability to lead productive lives as adults. The more detailed nature of the survey has necessitated a more complex implementation process than the usual ASER, for example more days of training and survey. Since this is the first time we have implemented ASER in this form, we regard ASER 2017 as a large scale pilot of the 'Beyond Basics' package. Therefore, whereas every year ASER reaches almost all rural districts in the country and generates estimates that are representative at district, state, and national levels, ASER 2017 was conducted in a total of 28 districts spread across 24 states and generated only district level estimates. *For more on ASER 2017 coverage and sampling see pages 50-53.*

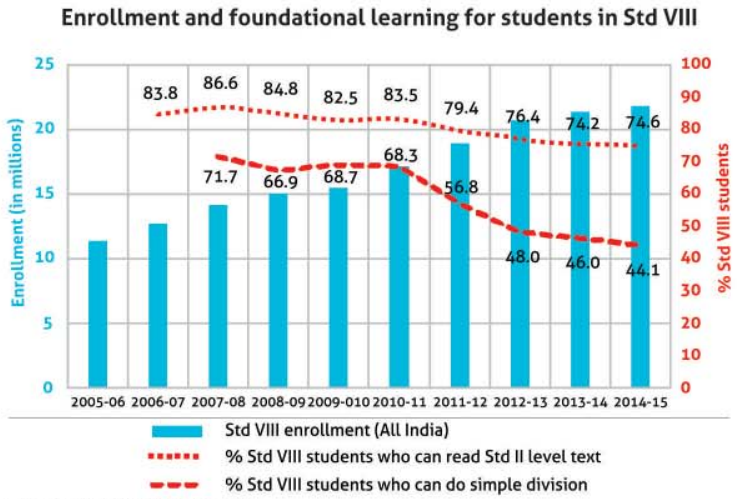
Why 'Beyond Basics'?

About 1 in every 10 Indians is between 14 and 18 years old.

This amounts to nearly 125 million individuals.

(Source: Census 2011)

Many complete elementary school, but lack foundational skills.



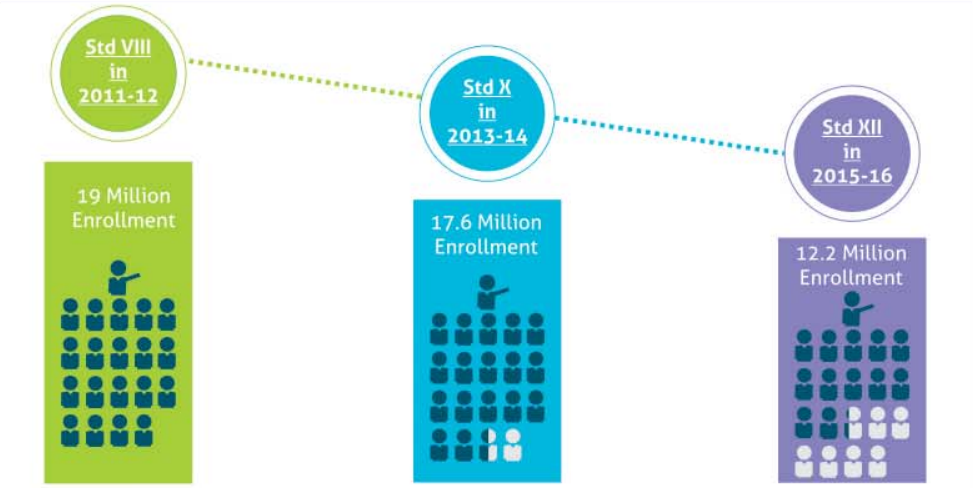
Source: NUEPA, U-DISE; ASER 2006-2014

Std VIII enrollment has doubled in the past decade, rising from 11 million to 22 million.

But over the years, the proportion of youth acquiring even foundational skills has been worryingly low.

In 2016, less than half of those in Std VIII could solve a Std IV division problem.

Post elementary school, enrollment falls sharply.

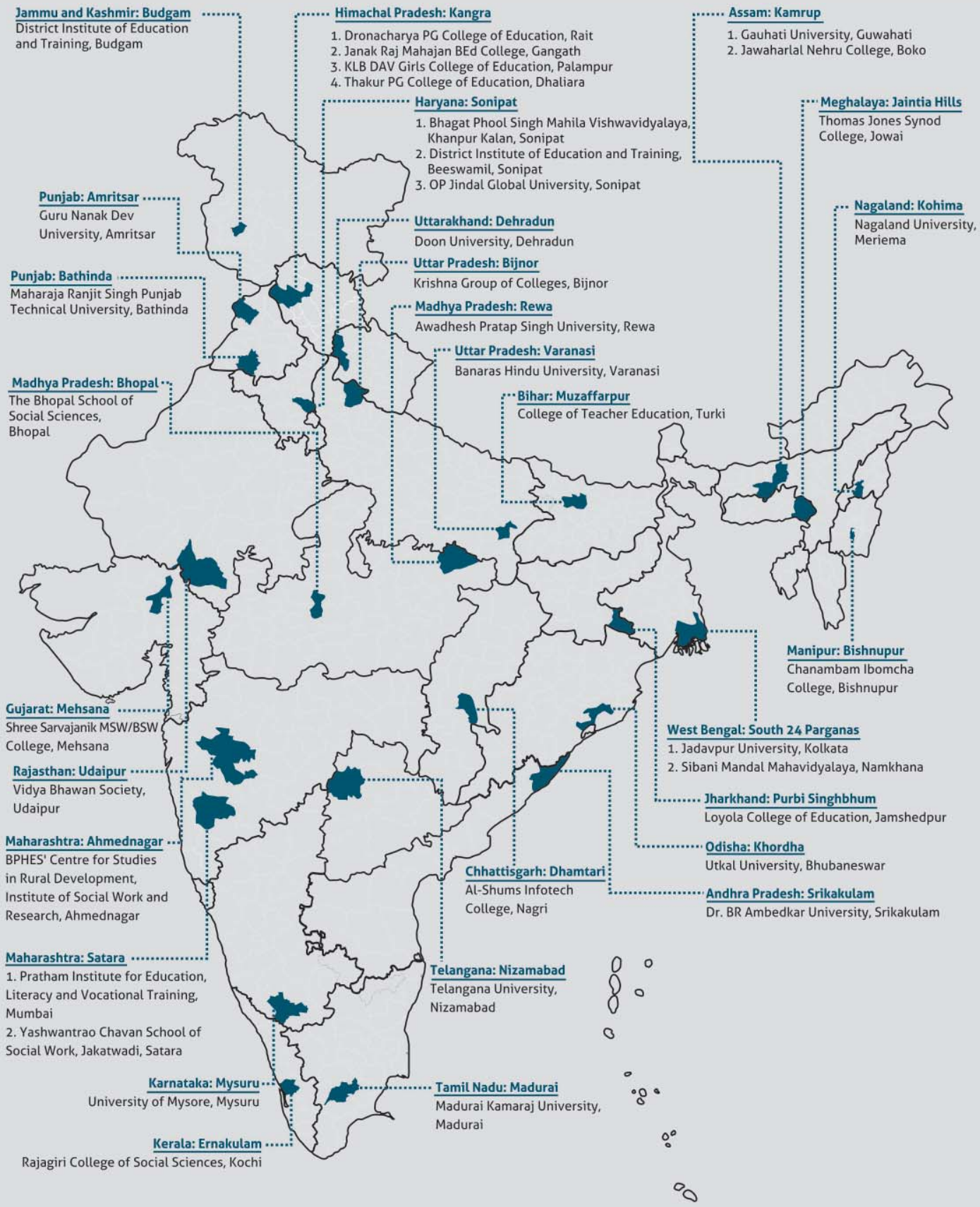


Source: NUEPA, U-DISE

For example, as the cohort enrolled in Std VIII in 2011-12 progressed to Std XII, enrollment fell by nearly 7 million, or one third.

Children leave the framework of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, at about age 14. Adulthood is just four years away: at 18, these young people are eligible to vote and will take on the responsibilities of adulthood. ASER 2017 'Beyond Basics' explores one key question: how well are we preparing our youth to build a better future for themselves and for the country?

Where was 'Beyond Basics' done, and by who?



Commentary

Portraits of youth: Gopa

17-year old Gopa is from Jharkhand. She is currently pursuing History honours. It takes her an hour and a half to reach college but she enjoys the journey as her friends are around. She wants to complete her graduation first and then become a teacher, as her uncle encourages her to do. After that she wants to pursue "a dream job" somewhere in the city. She believes that she needs to be well-educated to pursue that dream job. Her father is not employed currently and her mother has been an Anganwadi helper for about ten years.

Gopa has never been out of Jharkhand. The furthest she has travelled is to Jamshedpur. She uses a mobile phone, but a very basic one; her mother has promised her to buy her a new one for her birthday. Although she has been to the bank, she doesn't have an account herself. She likes watching TV and hearing old Nagpuri songs on the radio.

Gopa has four siblings and she takes care of her youngest brother. One of her older sisters is currently pursuing a vocational course at an ITI. Gopa hopes to be able to take care of the family one day. She feels responsible for her youngest brother and wants to give him better study opportunities in the future.

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Giving the emperor new clothes

Madhav Chavan[1]

This ASER 2017 has ventured into a new area with what may look like a lot of old-style tools. Some of the information it provides looks like an extension of all the other ASERs that measure enrollment and learning outcomes of school children. But there is more and as this exercise is repeated in future, I am sure the learnings from this one will feed into the future 'Beyond Basics' reports.

The 14-18 year-old age group is very close to the income earning age. Hence, while we are looking at the activities, abilities, awareness and aspirations of these youth, it nudges us to look at the youth in the higher age group and the challenges they face.

There is little doubt that employment of the youth is rapidly becoming a critical issue not only in India, but all over the world and especially in the developing countries with rapidly growing populations. Around the turn of the century, encouraged by the possibilities of rapid economic growth of India, the term 'demographic dividend' became popular. However, a decade and half later not many people are heard talking about this advantage although most of the features for optimism are still around. In fact, the worry seems to be that while wealth will increase, the growing aspirations of the young will not be realized.

The fact that India was going to be the youngest country in the world was the key reason why there was such optimism around the demographic dividend this young population would generate. However, some of us also wondered if we would have demographic disaster if we failed to sufficiently educate and skill our young population. Human capital offers advantages in accelerating economic growth. But, does lack of human capital decelerate growth or block it? In countries where working population is in short supply, new technological inventions have always overcome the problem and automation has increased productivity. But such development was also supported by a wide base of skilled or trainable workforce. Now automation is reaching a point where even in those countries employment is going to become a problem. Thanks to the rapid transfer of technology the same technologies are coming to our country in the manufacturing and service sector. There is no clear confidence that growth of these sectors will lead to more direct employment anywhere near the levels we need. It is already recognized that the skills required for today's jobs are not provided by yesterday's education even if we ignore the rather low level of abilities the young demonstrate. Tomorrow's jobs require different skill sets, although it may be argued that the foundational knowledge provided by today's education is still needed.

So, we seem to have two sets of problems. One is that not many jobs are being created and the other is that numbers of students continuing beyond school is increasing rapidly but we seem to be incapable of preparing them for tomorrow.

Table 1: Percentage of 18 year-olds enrolled in some educational program

	Rural enrolled	Urban	Total
2001 Census	26%	46%	32%
2011 Census	44%	59%	49%
2017 ASER	70%		

[1] Co-founder and President, Pratham Education Foundation

Table 1 indicates that proportion of youth who prefer to continue their education has grown considerably and by 2021 the numerical gap between urban and rural will in all probability disappear. In 2005, the GER for higher education among the 18-24 age group was 11.6% whereas a decade later in 2015-16 is around 24.5% for the 18-23 age group[2]. So, although enrollment of 18 year-olds is at 49% today, only half of those are likely to continue their education for another 4-5 years to complete a degree. As a result of such attrition in the past decade, the proportion of graduates in the 25-29 population was 5.2% for rural and for the urban areas it was 20%. Thus out of the total population of 25-29 year-olds in India, 10.2% were graduates in 2015-16. This number is likely to double in a decade given the trend of increasing enrollment and retention in undergraduate courses. The question is, what is the value of these graduates, to the economy, to themselves, to their families and to the community they live in.

Although number of students enrolled in higher education is increasing, the proportion of students studying BA, BSc and BCom is constant at 74%[3]. This matches exactly the percentage of 14-18 year-olds who say they want to study for such degrees according to ASER 2017. Policy-makers had noted a long time back that the general degree course really does not prepare young people for any job. Although, if taught well and learned well, such courses can create a good foundation. Often students opt for these courses because the institutions accessible to them offer no useful alternatives.

It is often said that instead of going for general graduation degrees, the young should go for vocational training. In the 14 to 18 age group there is not much evidence that children are learning vocational skills. Efforts to provide entry-level skills for jobs started way back under UPA-I and have been sustained under the present government. These courses train youth so that they can start working within two to three months. In a relatively poor country which has industry starved of skilled labour, young untrained people should be flocking to these courses and industry should be chasing the training centres. Pratham has been involved in vocational training and our experience says that neither happens. The answer to India's larger skilling problems does not lie in the short modular courses, although it does help a good number of people in poverty. They acquire some skills, get jobs, learn further on the job and then move upward. The real answer lies in creating progressively strong foundations at different stages in school and junior college level and then offer options. The youth should be able to work as they study or study as they work because earning is an immediate need and learning for upward mobility will be a growing aspiration.

ASER 2017 also shows that nearly 78% of all rural 14-18 year-olds - whether enrolled students or not - do some agricultural work whether for wages or on their own land. Yet, the percentage of students in agricultural or veterinary courses around India amounts to less than half a percent of all undergraduate enrollment. Although the percentage of population working in agriculture and related areas has now reduced to about 50%, it is an area that could use a more educated and trained workforce considering that productivity lags far behind world's leading nations. Foundational agricultural courses that replace the usual bachelor's courses but also add training in skills that could prepare the youth for alternative vocations need to be designed and delivered. I find it interesting that the enrollment in Agricultural Engineering (16,461) is only a little less than Aeronautical Engineering (14,059) according to AISHE 2015-16. Agriculture and related sectors will continue

[2] This GER is less than half of US and UK while it is a third or less of North European countries.

[3] All India Survey of Higher Education (AISHE) 2015-16.

to be major occupations and they need to be improved if rural livelihoods are to grow. So, why are young people not enrolling to learn agriculture?

There may be a problem of supply because of lack of infrastructure. But the poor supply may also be tied to a lack of demand. I suspect the demand is low for the same reason that most people do not pay to take cooking lessons. It is a skill that is handed down from generation to generation and people would laugh at the idea of enrolling kids in cooking classes unless it was for a salary earning job. But, it is noteworthy that videos of Indian cooking recipes on Youtube routinely have a million or more views within a year. This is not too far off the number of views of many popular Bollywood songs. Further, these recipes do not have to be presented "professionally". Just watch Shubhangi Keer (who may appear and sound like a less educated housewife to us "urban educated" lot) telling you in Marathi how to cook spicy chicken, which has over two million views and appreciative comments even from non-Marathi viewers. Similarly, videos on agriculture, especially those in Hindi or regional languages, are viewed close to a million times and the viewership is growing. Clearly working in agriculture is not an aspiration, as ASER 2017 also shows. But, I think mechanised or scientifically supported high yield agriculture, horticulture, animal husbandry, fisheries and the allied processing industry will be able to generate a cycle of demand, market, profits and potentially aspirations in the near future.

The supply-demand problem of education has many interesting aspects to it. The numbers of youth wanting higher education has shot up but the supply suffers on various counts. First, government sources are quoted in the news that there is a shortage of 30-40% faculty in colleges and universities at all levels. I have not found data in support of this claim. Second, almost anyone who is thinking of education says that the syllabi are outdated. Third, industry and business complain that the outcome of education - quality of job applicants is extremely bad but we have no measure of how good or bad it is. Graduation certificates, like school certificates, have lost credibility and meaning. Further, considering that about 90% of the Indian workforce is in the unorganized sector where hiring is quite informal, certificates and diplomas count less than a reference trusted by the employer. And yet, parents want their children to go to colleges and complete graduation. There is a certain helpless faith in our educational institutions that they will somehow deliver at least for "my" child. At the same time, we do not rely totally on these institutions. At appropriate times we also send children to private tutors. ASER 2017 shows that nearly 40% students of attending government schools go for tuitions. ASER has been pointing out that in the Eastern states around Bihar, massive proportions of school children go to private tutors.

ASER 2017 indicates that a large proportion of 14-18 year olds can at least read simple texts. Their math levels are quite poor and do not show improvement with age. At this age perhaps pen-paper assessments like PISA will help to assess higher level abilities. But the fact that policy-makers and administrators do not have data about learning outcomes is a relatively small problem. The bigger problem may be that the youth cannot show what they really can or cannot do to a potential employer in the absence of a credible and transparent examination system. Just as there are standardized examinations such as TOEFL and GRE, independent examinations that test the abilities of young people are the need of the hour. In fact, such certifications honoured by employers will help change the education scenario dramatically.

Increasing number of students, lack of infrastructure, shortage of teachers and loss of credibility and quality have created a complete crisis. Alternatively, the education system seems to have become like that powerful emperor without clothes. Everyone can see that he is naked but no one wants to say so. What most parents with means do is bow to this emperor by enrolling their children in the institutions and then also get the children to take advantage of alternative paths. But, what about the large majority who do not have the means?

Over a period of time governments and educational bodies have themselves declared their institutional education and examination mechanisms - at least at the undergraduate level - untrustworthy and undependable. There was a time when university examination marks and certificates were enough to join a professional course such as medicine or engineering. By bringing in separate entrance examinations, the devaluation of university examinations was formally stamped. Perhaps there was no other way. Preparing students for the entrance examinations is a major occupation and a new industry has come up to help this small percentage of students. One website declares that there are 400 entrance examinations "to ace" in India. Already admission to elite colleges is controlled by ridiculous "cutoff marks".

Instead of creating more and more barriers to education and general learning, it will be better to open doors wide and create new institutional mechanisms that will ensure low costs and better quality. Even today, almost 10% undergraduates are registered in open universities. Open learning has to be taken many steps further. Digital technology is clearly a major helpful feature that needs to be used fully. New learning structures will be needed where local tutors help students and where learning groups can use group and peer learning processes to learn. The possibilities are endless.

The digital age has been shaping our way of life. Its distinctive feature in contrast with the one in the twentieth century is that we are moving from linear functioning to non-linear functioning. The technology that brought up the industrial revolution organized our life in linear patterns. As many have remarked, our schools have been a reflection of that era as well starting from the syllabi, the seating arrangement, the quality control of passing and failing children and finally the presentation of a product desired by the factory. The non-linear technology that first brought computers in our homes and now computing and communications devices in our hands is changing the way we think. Again, as many have remarked, with so much knowledge that can be made available at our fingertips, the barriers to access this knowledge have to be lowered and pathways to use it and get recognized for what we know have to be opened up.

Preparing children to learn while they are in elementary schools is the first unfinished task as everyone now agrees. We need to define what we need to accomplish at the next stage of 14 to 18 years of age. This is where the so-called 21st century skills will have to be mastered along with learning to live physically and mentally healthy lives in communities that help each other. The 'Beyond Basics' ASER will grow to understand this age group further in the coming years.

Opportunities and outcomes

Rukmini Banerji[1]

The room was a bit dark. More than thirty young women were sitting together. Space was in short supply. It is not easy to find a room to rent in a village that can serve as a classroom for thirty students. So, they had to make do with what was available. We were in a village in Jhadol block of Udaipur district in Rajasthan. What was lacking in physical space was made up by the shining eyes and eager faces in the room. Their instructor, also a young woman just slightly older than her students, was hard at work with the group. Together they were studying for the upcoming tenth standard board exam that was still a few months away.[2] Though they all looked young, none of them were school-girls, at least not officially. For one reason or another, each one of them had to leave school in the last few years. They did not like the word "dropout"; neither did they want to say "failed". Perhaps "left behind" would be a better description. Their friends had gone ahead to higher classes in school but for reasons beyond their control, these girls had to stop their formal education. Now they were preparing to take the exam that would certify that they had completed Std X.

At first, the young women were shy; their voices soft as they answered my questions. On this cold winter day, their tan salwar kameez blended with the brown walls of the room. The "uniforms" were made at the request of the young women. Wearing uniforms, they felt, made their coming to "school" more credible. For all of them, this "second chance" to return to the mainstream was very important. They needed to establish that they were capable of being like everyone else.

A little later, two "graduates" came to visit the class. Both had gone through the same "Second Chance" program two years ago. Even before they spoke you could feel their confidence. As soon as she started speaking, we could tell that Chanda, the tall girl had a sunny personality. She told us her story with humour. Just a few months before she was to take her tenth board exam her grandfather died. The grandfather was from a distant village. Her parents had to go to the grandfather's village to take care of matters. All of that took several months to get sorted out. In the meanwhile, someone had to manage affairs back at home - the farm, the livestock and the rest of the younger brothers and sisters. The exam came and went. Chanda could not take it. She simply did not have the time; she had not been able to go to school since all this happened and at the time it was very important to help the family get through the crisis.

So, when Chanda found that there was a way to re-enter the education system, she took it. She too had a similar group of "second chance" friends - aspirants from her village and nearby villages. Her instructors like the one we saw in class today also worked hard with them. Almost everyone got through. Today Chanda was in class twelve in the local high school. Her stories about life in high school were full of amusing twists and turns. Apparently, after the hard work for the tenth exams, Chanda was surprised at the lack of discipline and structure in high school. Student attendance was low and often faculty left early. She said that they routinely went to their teachers and said, "Sir aaj please hamey kuch padha deejeeye" (Sir please teach us something today). Not discouraged by lack of interest on the part of the teachers, Chanda declared, "I teach my friends what I know." Everyone in the room listened intently, inspired by what Chanda was saying. As she was speaking, someone opened one of the windows. The warm winter sun beamed straight into the room.

[1] Chief Executive Officer, Pratham Education Foundation.

[2] This group is part of Pratham's Second Chance program which helps young women and girls who have had to leave school prepare and take the 10th standard board exam.

Past the bare hills, and through the green fields, we went further down the valley to another big village. Here we found another group of "second chance" girls on the first floor in a new building. The building had been constructed as a commercial space; some sections of it still had to be rented out. On the first floor, there was a row of rooms opening out on to a wide verandah. Our class was in one of these rooms. The instructor, Kiran, was teaching algebra. Although slightly built and slim, her voice was strong and her grip on math and on her group of students seemed stronger still. She moved between the groups of students in the cramped space, talking about the equations on the blackboard and looking at what students had written in their notebooks. Soon it was lunchtime. After several hours of concentration and diligent work, the class spilled into the verandah for their break, talking, laughing and breathing in the fresh air.

From the verandah you could look over the entire village and surrounding fields. Kiran came and stood next to me. "There is my house" she pointed in the distance. She was still in the process of completing her bachelor's degree. She had come to this village after getting married a year and a half ago. "Earlier our group used to meet right in front of my house. But that was difficult for me. Anytime there were guests at home, someone came to call me to make tea or other things. It disturbed my teaching. Now we have moved here and that is good. I pack my bag and come here in the morning and only go back home in the late afternoon once classes are done." She smiled, quietly proud of having established her own professional identity.

Life is often not smooth or linear; there are bumps and obstacles, hurdles and discontinuities. It is a common human desire to want to do better. Most people, like the girls in Jhadol, have aspirations and dreams. They want to be like others. Given even a small opportunity, they will grab it and make the most of what they can.

Of course, things are changing; in villages like these, across Rajasthan and in many communities around India. Sometimes the change is obvious and visible and sometimes less so. Enrollment levels have gone up across the country. Ten years ago, in rural Rajasthan, almost 30% of fourteen-year-old girls were out of school. Today that number has almost halved.[3] In a district like Udaipur, the number of girls who reach Std VIII has almost doubled from about 12,000 in 2005-2006 to over 20,000 in 2013-14.[4] Just like years of schooling, literacy rates have been rising too. From one census to another we see big jumps in the numbers. In Udaipur for example, according to the 2001 census, only 53.7% eighteen-year-old females were counted as "literate"; by 2011 this number had climbed to over 65%. The mean age of marriage has also been inching up; for young women in rural Rajasthan it was 19.5 years in 2010 and it is up to about 21.3 in 2015.[5]

The next day, we were in a village not far from the main Udaipur-Ahmedabad highway. As we asked for directions people asked us whether we were there to see the birds. The village had a huge lake where many migratory birds came in winter. By the side of the lake was a temple and a large paved area with benches. Sitting on one of these benches, I chatted with Bhawana and Manju, two college students who were surveying youth in the village.[6] They had been trained in how to conduct the survey and now as one of the sixty sampled villages in the district, these young ladies were carrying out their assignment in this village.

[3] These numbers are based on ASER reports from 2006 to 2016.
[4] DISE data 2005-2006 and 2013-2014.
[5] These numbers are based on the Sample Registration System, Census of India.
[6] The two young women were participating in the ASER 2017 survey in Udaipur district. They were studying in a well-known teacher training college in Udaipur.

Apart from the bird migration, the village had another interesting characteristic - many men from this village, mainly Brahmins, worked as cooks in cities not only all over India, but also in London and New York. The girls gave us this information. They had been in the village for the past two days, talking and learning about the young people and their families. "Do you know", one of them said, "one of the men from this village is a cook in the Ambani's house in Mumbai?"

I was impressed with these two, their engagement, interest and the zest with which they were absorbing and analysing what they were learning. We chatted as we walked down a dusty lane to an outlying hamlet. One of them had borrowed a scooter from her husband. "Having a vehicle is handy" she explained. Bhawana and Manju were training to be school teachers. Their college made them work hard, they had to attend all classes and do assignments. "Our college is not like other teacher training places" they claimed. "In other institutions you can simply pay money and get your degree. But in our college, we really have to work hard".

We followed the survey rule - every fifth household had to be sampled and any young person in the age group 14 to 18 had to be surveyed. Each sampled youth was asked a series of questions about what they did, what they wanted to do and so on. But the most interesting part was that there were also tasks that had to be done with the surveyed young people. Tasks ranged from counting money, making purchase decisions, reading ORS packet instructions, calculating interest rates - the kinds of things that we do in our daily lives.

Our hamlet was a bit outside the village. Many people kept their livestock here but lived in the village itself. There were fences or walls around each piece of land and sometimes a big gate as well. Quite fearlessly, the girls would go in and see if there was anyone living there. They had learned a lot in the last two days, they told me. Wandering the rural areas and speaking to people at length gave you a clear perspective on things. They had never done anything like this before. But the exercise had also got them worried. "So many of the young boys and girls we are speaking to are in school or college, but they can't do the simple tasks we ask them". As an example, they gestured at the house we had just left; the seventeen-year-old there had really struggled with calculating a simple percentage problem. In two or three days, Bhawana and Manju had been able to collect information, make observations and analyse the situation with young people in the village. Perhaps left to their own devices, these two energetic and enterprising young ladies would sort out the problems in the village too.

Underneath the macro trends, the figures and numbers that we read about in newspapers and research reports, are people. It is their search for the next step, their ability to convert opportunities into outcomes, their hopes and aspirations that fuels the path forward. It is people who can make the trends change and patterns take on a different direction. The "Second Chance" girls will change their own destiny. Their years of schooling may not have been continuous but in the next enumeration in their village, they will all hopefully be marked as "Std X passed".

Whether at school level or college, we have many institutions. But often institutions don't deliver what they are supposed to do. It takes individuals, their dreams and desires to confront and then bridge the gaps, thereby creating new opportunities for moving ahead. A lot of progress has been made but a lot more needs to happen. Kiran is already teaching; Bhawana and Manju will be finding their feet soon in their world of work. I leave Udaipur with a strong conviction that we need to ensure that more Kirans, Bhawanas and Manjus come forward and that they have more opportunities to change their own lives and the lives of those around them.

Youth in India: the present of our future

Wilima Wadhwa[1]

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 guarantees elementary schooling to all children in the age group of 6-14 years. When the RTE came into effect in 2010, the percentage of out of school children in the age group of 6-14 was only 3.4%. But, the percentage of out of school children in the age group of 11-14 years was 5.2%, and for girls in this age group it was even higher at 5.7%. By 2016, the percentage of 6-14 years out of school children had come down to 3.1% and that of 11-14 years to 4.6%, with high out of school states like Bihar showing great progress in improving retention in school.

Simultaneously, the government also launched the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in 2009 to enhance access to secondary education. However, transition rates to secondary schools remain low. In 2016, the percentage of 15-16 year olds who were out of school was 15.3% compared to 16.1% in 2010. Recognizing the importance of secondary and early childhood education, the government is considering increasing the coverage of the RTE Act from 6-14 years to 3-16 years.

All this is well and good, but the current reality is that many young persons do not progress to higher schooling after completing elementary school. More importantly, as ASER has shown over the years, completion of elementary schooling does not guarantee even foundational reading and arithmetic skills. This year ASER 2017 goes "Beyond Basics" and focuses on a wider set of domains for 14-18 year olds - youth who are above the elementary school age on their way to adulthood. These are crucial years in the life of a young person - years when life-changing decisions about career paths are made. The transition from elementary to secondary school happens during these years and if a youth drops out at the end of Std VIII or X it is more than likely that she will not return to complete her studies.

Based on a sample of almost 30,000 youth from 26 rural districts across 24 states, ASER 2017 gives a snapshot of the lives of these young adults: What are they doing? They could be engaged in a variety of activities - studying in a formal education institution; taking a vocational course; preparing for an exam; working or a combination of these activities. What is their ability to do simple everyday tasks like counting money or managing a budget or calculating the discount on something they want to buy? Are they digitally and financially aware? What are their aspirations and do they have role models for the professions they aspire to?

Most 14-18 year olds are in the formal education system - only 14.4% are not currently enrolled in school or college. However, this number varies a lot with age. At age 14, only 5.3% are not enrolled, but by age 17 this percentage quadruples to 20.7% and further increases to 30.2% at age 18. With almost 10% of India's population in this age group these percentages translate into large numbers of youth who are not in the formal education system.

So what are they doing? Are they enrolled in a vocational course? After all formal education is not for everyone and the government is putting a lot of energy into promoting vocational skilling as an alternative to formal schooling. Unfortunately, very few youth seem to be enrolled in vocational training or other short courses. Overall, only about 5.3% youth age 14-18 are enrolled in such courses and among those who are not currently enrolled this percentage is only slightly higher at 6.2%.

[1] Director, ASER Centre

If they are not in the formal or informal education system, does this mean that they are working? Yes, indeed, a large proportion of youth who are not studying have joined the labor force - 60.2% of out of school youth said that they were working compared to 38.5% of enrolled youth. Among boys these numbers are 71.6% and 43.4%, respectively. And the transition to work happens fairly quickly - by the time they are 15 years old majority of out of school youth are working. Most of them - 71.8% - work in the farm sector and the rest in the non-farm sector. In comparison, 80.6% youth who are studying and working, work in the farm sector. However, there are two things that differentiate the work of the out of school youth from that of youth who are still studying. First, close to 30% of them work in the non-farm sector; and second 31.2% of them work on someone's else farm/enterprise while only 8.5% of studying youth do so. This seems to suggest that work for these out of school youth is a primary activity. This is also borne out by the fact that 36.8% of them are paid for their work compared to 10% of those who are both studying and working.

Even accounting for work and enrollment in a vocational course, one third of youth who are not currently enrolled in the formal education system are not doing anything. Those who are working are probably doing so in low productivity jobs given their age and education profiles. This does not bode well for the future of these youth. The natural question to ask is why did they discontinue their studies and what can we do to improve retention in school?

About one fourth of the youth said that they had to discontinue their studies because of financial reasons. In addition, 50% of boys who had left school said the reason for doing so was either lack of interest (34%) or because they had failed in school (16%). For girls these numbers are 19% and 17%, respectively. Among girls, the predominant reason for leaving school was family constraints (32.5%). Interestingly, only about 11% of the girls said that distance to school was a contributing factor .

The correlation between socio-economic characteristics and drop out rates is well established. In our sample as well, youth who have dropped out come from more disadvantaged backgrounds. For instance, 37.2% out of school youth live in pukka homes as compared to 54.1% enrolled youths. The difference in the education of their parents is even starker - 70.7% out of school youth have mothers who have never been to school, 46.1% have fathers who have never been to school and 41.8% have both parents with no schooling. The comparable numbers for enrolled youth are 39.2%, 21.8% and 17.3%, respectively. Given these figures, it is surprising that only a fourth of the out of school youth cited financial constraints as the reason for leaving school.

Apart from socio-economic factors, a large proportion of youth also cited "lack of interest" as a reason for leaving school. Why is school not interesting? According to ASER 2016, 27% children in Std VIII are unable to read a Std II level text and 57% are unable to do simple division that is taught in Std IV. These learning deficits are observed across all grades and accumulate with each grade. How is a child who is unable to read and do simple arithmetic supposed to traverse the curriculum of Std VIII that includes algebra, science, and geography? It is easy to blame the teachers, but the brief to the teacher is to complete the curriculum and if she follows the brief she will end up teaching to the top of the class. There is no mechanism within our school system to effectively address the needs of children who have fallen behind. Any help these children get has to come from home. Educated parents can provide supplementary help at home and if they can

afford to send their children to private tutors and/or private school. This is evident from the proliferation of private tutoring centres across the country and rising enrollment in private schools. Therefore, the learning deficits of children who don't have these advantages - affluent and/or educated parents - are not addressed either in school or at home. The problem is further exacerbated by the automatic promotion policy (up to Std VIII) introduced by the RTE Act. When a child is held back in a grade it is an early warning sign to parents as well as teachers that the child needs additional help. In our current system, a child can progress up to Std VIII without anyone figuring out that she needs help.

A recent study done by ASER Centre shows that learning levels in Std VIII are extremely good predictors of transition to secondary school. In the ASER 2017 sample, as well, the learning levels of out of school youth are far below those still in school. For instance, while 81.7% of enrolled youth could read a Std II level text only 44.5% of out of school youth could read a similar text. The difference in math ability is far worse, with only 11% being able to do simple division compared to 48% of enrolled youth. Even after controlling for family background, poor reading and math skills remain significant contributors to the probability of dropping out of school. For instance, consider a 15 year old who doesn't live in a "pukka" home, whose parents haven't been to school, who is not a fluent reader and cannot divide. The probability that this youth will drop out is 33%. Affluence in the form of a "pukka" home reduces this probability to 25%; but having educated parents reduces it to 18%. But far more than affluence and educated parents is the impact of basic foundational skills - the same 15 year old living in a non-pukka home with parents who have never been school, has only a 10% chance of being out of school if he is a reader himself!

But, many of our not currently enrolled youth have already completed elementary schooling. In the ASER 2017 sample, 70% of the youth who were no longer enrolled in formal education had completed 8 or more years of schooling. Even if their foundational reading and math skills are weak, is it the case that they have the competencies to do simple calculations that are involved in every day tasks? Often children/youth can do functional tasks that involve arithmetic operations like addition or subtraction but are unable to do the same calculation when it is presented in an academic form.

ASER 2017 extended the standard foundational ASER assessment to include tasks that a young person would need to do in their daily lives. For instance, there were simple tasks like telling time, adding weights and counting money; there were questions relating to measurement; slightly more advanced tasks included calculating simple percentages (youth were asked to calculate what they would have to pay for a T-shirt that was on sale with a 10% discount); tasks involving reading and understanding instructions; and finally some simple general knowledge questions like identifying the state they live in on a map.

On all competencies, youth who are not currently enrolled do worse than those who are enrolled. This is true even after controlling for years of schooling completed. Consider a simple task like counting money - youth were shown photos of notes and asked to tell the total amount - a task that most people perform on a daily basis. Among youth who had completed 8 or more years of schooling, 60.5% of those who were not currently enrolled could correctly answer the question as compared to 81.5% of currently enrolled. On a slightly more difficult task of calculating a 10% discount on a T-shirt that was on sale, 29.4% of not enrolled youth with 8 or more years of schooling could answer correctly compared to 40.3% of enrolled youth. On

a simple general knowledge question like identifying the map of India, 75.4% of out of school youth could answer correctly versus 91.8% of enrolled youth.

Clearly, there is something about being in school, over and above completion of certain years of schooling that imparts a certain degree of confidence to youth. This is also borne out by the rate of non-response with far more out of school youth remaining quiet when asked to do simple tasks or probed about their aspirations. When asked how far they wanted to study, 43.9% of currently not enrolled replied either "Don't know" or "No further" as compared to 7.9% of enrolled youth. Similarly, when asked about their occupational aspirations, the predominant response was "Don't know" - 34.1%.

These young men and women who have decided to discontinue their education, sometimes for reasons beyond their control, need support - support from their families and communities; support from the education system at large. Without this support they are likely to remain at the margins of society with all their potential going unexploited. Instead of hiding them, we need to shine the spotlight on them and give them opportunities so that they excel in any field they choose to be in. Finally, we need to ensure that many more youth who are in the education system but behind, remain in school and get the skills needed to participate in the country's growth process.

No response

Suman Bhattacharjea[1]

Every year ASER reports on the schooling and learning status of 5-16 year olds, focusing mainly on elementary school grades (Std I-VIII) and on the age group of 6-14 year olds who come under the ambit of the Right to Education Act. For the most part, these data have shown relatively small gender gaps with respect to both schooling and foundational learning. Eleven successive ASER reports have shown, for example, that enrollment rates for the 7-10 age group have been well over 95% for both boys and girls for the last ten years; in 2016, the gender gap in enrollments for this age group was just 0.2%. For children age 11-14, the steady growth in girls' enrollment over the past decade has resulted in a declining gender gap for this age group as well, and by 2016 there was just a 1% difference in the proportions of 11-14 year old girls and boys who were enrolled in school.

This year ASER focuses on an older age group, youth age 14-18. ASER 2017 too reports a gender gap of just 1% in the proportion of 14 year boys and girls enrolled. This proportion is 95.3% among boys, 94.3% among girls. But this situation changes quite abruptly over the next few years. Once the eight years of elementary schooling are completed, girls begin to abandon schooling in far greater numbers than do boys; beyond age 14, for every year that our young people grow older, the enrollment gap grows steadily larger. By age 18, there are 4.3% more girls than boys who are not enrolled in the formal education system.

One reason for the higher dropout levels among girls is that at higher levels of education, the number of schools decreases sharply. According to U-DISE data for 2015-16, for every 100 elementary schools (Std I to VIII) in rural India, there are just 14 offering secondary grades (Std IX and X), and only 6 offering higher secondary grades (Std XI and XII).[2] This means that at each successive level of education, young people have to travel longer distances to reach school. Second, there is the issue of affordability. On average, at the elementary education stage, just 5 out of every 100 schools listed in the official statistics is a private unaided school and the remaining 95 are government or government-aided schools. But the picture is quite different at the post elementary level, where about 40% schools offering secondary or higher secondary grades are private, unaided institutions.[3]

Both these factors affect girls disproportionately. In ASER 2017 we asked currently unenrolled youth why they had dropped out of school. These were open ended questions and youth could mention as many reasons as they wanted. Among the girls who were not currently enrolled, the largest proportion - about one in three- mentioned their family's reluctance to let them study further - a variety of reasons that included, but was not limited to, worries about distance and security. Far fewer boys who were not currently enrolled mentioned these kinds of reasons. More than a quarter of all girls who had dropped out mentioned financial constraints at home, a reason that was given by large proportions of boys as well.

[1] Director of Research, ASER Centre

[2] Based on NUEPA (2017), Elementary Education in India: Progress towards UEE. U-DISE Flash Statistics 2015-16 and Secondary Education in India: Progress towards Universalization. U-DISE Flash Statistics 2015-16.

[3] However, states vary enormously with respect to their reliance on private sector provisioning. For example, private unaided schools constitute 7% of all secondary schools in West Bengal, 34% in Tamil Nadu, and 71% in Uttar Pradesh.

During the rollout of ASER 2017 in Gujarat, we met 18 year old Rita, one of the young women who dropped out after Std VIII. When we arrived at her house one morning, she was busy sweeping the courtyard of her home in a village in Mehsana district. The day was hot and her mother was sitting in the shade of a tree on a charpai in one corner of the courtyard. Rita was quite focused on the work at hand and barely looked up as we approached. But as we began to talk about why we were there, her mother instructed her to talk to us, and so she obediently set down her jhaadu and invited us in.

Rita told us that she had studied till Std VIII in the village school and that her younger brother was still in school, studying in Std X in a private school in a nearby village. He would be home in a couple of hours. When we asked her why she wasn't studying there also, her mother glared at us indignantly. "How can she go? She's a girl, the school is far, of course she can't go!" Her tone dared us to challenge her conclusion. In any case, Rita told us that she did not want to go back to school. She didn't want to study further and she did not aspire to work outside the home. What did she want to do in the future? "I'll get married and look after the house, what else?" was the way she put it, in a tone that suggested bewilderment at the question. Her mother informed us that the search for an appropriate boy was on.

In the ASER 2017 survey formats, a page and a half of questions aim to record details of each youth's current activity. Separate sets of questions ask about enrollment status, tuition classes, vocational courses, entrance exam preparation, working status. These are not mutually exclusive questions because in theory, youth of Rita's age could be doing all these different things simultaneously. The location of the tick marks on this sheet of paper could potentially tell us quite a lot about the hopes and dreams of the young person before us. But in practice, for many young people like Rita, the filled out sheet consists of a handful of tick marks against the 'No' option (for example, enrolled? No. Doing a vocational course? No. Preparing for an entrance test? No... and so on), and a vast number of blank boxes where the details of any 'Yes' answer would have been recorded. The sheet does tell us quite a lot, but it makes for depressing viewing.

Nearly 5% of the 'Beyond Basics' sample of about 30,000 youth age 14-18 are in this situation - neither working, nor studying, nor preparing to work or study. Almost three quarters of them are young women. This does not sound like a lot. But if we apply this proportion to the 100 million or so youth age 14-18 across the country, this amounts to close to 4 million young women. When asked about what they would choose to do in the future if they were unconstrained by opportunities or resources, 60% of them could not even imagine what a different future might look like.

The time came to assess Rita's ability on a range of simple tasks which tested her basic reading and arithmetic skills as well as her ability to apply these to everyday situations. Faced with the pictorial questions on the 'Beyond Basics' tool, many young people we surveyed engaged with the process with interest. But not Rita. She glanced at the pictures - you could tell that she was barely looking at them - and she listened as the

surveyor asked the questions. In almost every case, she immediately said that she didn't know the answer. One could almost see from her body language that in her own mind, she had decided that anything that sounded even vaguely academic was not for her. Her stiff back and blank gaze suggested that this total rejection of everything connected with literacy and numeracy had roots going back many years into the past.

Responses to each question on the 'Beyond Basics' assessment are coded as either Correct, Incorrect, or No response. This third option is used when the youth is administered the question but does not even attempt to answer it, as was the case with Rita for many of the assessment tasks. One distressing finding emerging from ASER 2017 is the fact that for every one of the 24 assessment tasks administered to youth, a higher proportion of girls than boys did not even attempt a response. This is true even when restricting the analysis to the responses of youth who, like Rita, had completed eight years of schooling. For many tasks, this difference in non-response rates between girls and boys was not large, but it was true in every case.

There are questions for which the youth's non-response quite clearly means that they had no idea what the answer was. For example, the three tasks with the highest non-response rates in the 'Beyond Basics' assessment asked the youth to point to their own state on a map of India; name a neighbouring state; and point out that neighbouring state on the map. Very large numbers of youth did not even attempt these tasks - between a quarter and half of all surveyed youth, depending on the question; but in each case the difference between males and females is striking. For example, 21% of all 14-18 year old males surveyed did not attempt to identify their own state on a map of India, as compared to 32% females. Many youth also failed to respond to the question requiring them to calculate the amount to be repaid on a bank loan after one year - again, a question where they clearly had no idea how to work out the answer. 21% of males and 29% of females did not even attempt to do so - even though they were asked this question only if they had correctly identified the bank (from a list of 4 banks) that offered the most favourable interest rate for a loan.

In other cases, interpreting youth's non-response is trickier and suggests that the problem may be lack of confidence, rather than lack of knowledge. Some tasks in the 'Beyond Basics' package are grouped together in a set of what we refer to as "daily tasks", involving activities that youth in our target age group are likely to be exposed to on a regular basis, such as counting money or adding up weights. Not surprisingly, youth were much more likely to respond to these tasks than to those described in the previous paragraph. But even here, gender differences in response rates are stark. For example, just 4.8% of all males did not even attempt to calculate the total weight shown in a picture with a set of 6 weights (the kind that are routinely used to weigh vegetables in the market), but almost three times as many females - 13.5% - didn't attempt an answer. Similarly, only 2.5% of males did not even attempt to calculate the total amount of money shown in a picture of four currency notes, but well over twice that proportion of females did not attempt a

response. These kinds of statistics bring the image of Rita to mind, with her unrelenting refusal to engage with tasks that eight years of school and eighteen years of life should have enabled her to do without a second thought.

Dropping out of school is not in itself necessarily a problem, if an alternative path seems to hold out more promise. The much bigger issue is when schooling fails to provide our young people not just with the skills, but also with the confidence and the imagination that can help them work towards a better future. This requires creating opportunities and processes that will encourage Rita and others like her to think about the possibility of going back to school, or of getting a job, without the immediate and absolute rejection that was so evident in Rita's voice when we talked to her. A new education policy is due to be released soon. If it helps to change the systemic lack of response to the needs of young women like Rita, it will be to the benefit of all our young people.

About ASER 2017 Beyond Basics

Portraits of youth: Deimon Sutnag

Deimon Sutnag is a 15-year old boy, one among four brothers and four sisters. He is currently in Std IX and attends a private school in Jowai, Meghalaya. His daily commute to the school takes approximately 30 minutes in a school bus.

Deimon doesn't play any sport. But he likes dancing and singing. He enjoys Bollywood music and names Alan Walker as one of his favourite musicians.

Like all the children in the house, Deimon participates in household chores. He helps wash clothes and clean around the house. He also fetches water twice a day from the communal water source, situated towards one end of the village.

Evolution of the 'Beyond Basics' package

Broadly, the ASER 2017 'Beyond Basics' package was developed through a 3-step process.

1. Literature review: This involved reviewing and documenting policies and existing studies on domains covered under 'Beyond Basics' or relating to the relevant age group.

2. Field-based fact finding: Because ASER is conducted across the country, this was done to ensure that each component was informed by a local context. Local terminology for measurement units, publicly available reading materials, and ways in which young people use math in their daily lives are a few examples of what was explored.

3. Field pilots to refine tools: Versions of each survey component were piloted to ensure that the final instruments captured what we intended to measure and were also easy to administer. Teams were trained before each pilot and feedback was taken after each. Based on feedback and pilot data analysis, instruments were refined further. Efforts were made to conduct pilots in different states, to ensure that survey processes and questions were relevant across the country.

Based on learnings through this year and a half long process, some key turning points in the survey's design were:

- Design of the testing tool: The first phase of the tool development process began in early 2016 with a detailed analysis of curricular expections. Early iterations of the testing tool were pen-paper based, and included largely academic questions. However, ASER's household-based model did not provide the required environment for the youth to perform at their best on such a test. More importantly, the traditional pen-paper format failed to engage the interest of the community, a key aspect of ASER's design. So we moved to a pictorial tool with functional questions that depicted situations experienced in daily life, which generated interest and engagement among those observing the process. Additionally, this design did not assume fluency in reading and was thus suitable for use with all youth, regardless of their reading ability.

- Age group: Initially, the target age group was kept broad, covering youth between 10 and 18 years old. Over time, this was narrowed down to the 'gap years' of 14-18 - the interim period between the mandatory eight years of schooling under the RTE Act and adulthood.

- Scope: For a deeper understanding of the status of the youth, the scope of the survey was expanded beyond Activity and Ability, to self-reported aspects of Awareness and Aspirations.

- Dropped components: Few components that had been piloted were subsequently dropped from the survey. For instance, we experimented with a school observation format to observe facilities in secondary and senior secondary schools, and attempted to map access to educational facilities outside the village. However, unlike primary schools which are found in almost all villages across the country, at higher levels of education these are often not available within sampled villages. Logistical constraints like surveyor fatigue, limited time, and limited monetary resources led us to drop these components.

Timeline

Apr 2016

May 2016

Jun 2016

Jul 2016

Aug 2016

Sep 2016

Oct 2016

Nov-Mar 2016-17

Apr 2017

May 2017

Jun 2017

Jul 2017

Aug 2017

Sep 2017

Oct 2017

Pilots 1-3

The initial pilots were geared towards determining the scope of the survey, with a focus on fundamental elements like the assessment tool and the target age group.

Pilot 4

With a first version of each survey instrument and tool prepared, the entire survey was conducted in 50 villages in Gaya, Bihar to generate sub-divisional estimates.

50 Villages

Pilot 5

To ensure feasibility as a citizen-led assessment, volunteers from a local partner institute were trained to conduct the survey and district level estimates were generated for Ahmednagar, Maharashtra.

Pilots 6-7

With the fundamentals in place, we began to explore new domains. Across the country, teams spent three days in a single village, speaking at length with many, if not all, youth. These open-ended interactions aimed to get to know these youth: what they do, how they think, what they envisage for themselves, and what opportunities are available to them.

Pilots 8-11

Through these pilots we:

- Experimented with new pieces like observing school facilities, mapping access to educational facilities outside the village, collecting information on streams and school fees, and capturing broad trends of the aspirations of the youth.
- Piloted logistical aspects like completing the survey in a given duration and compiling a survey pack that is easy to administer.
- Experimented with collecting data digitally on tablets, instead of using paper formats.
- Refined and finalized each survey component.

Pilot 12

Final version of the package piloted in each surveyed state.

A six day long national level preparatory workshop was held where ASER central and state team members were trained on 'Beyond Basics' survey formats and processes, including quality control processes. The survey took place from October to December 2017.

Summary of the ASER 2017 survey process

The ASER 'Beyond Basics' survey is done over 3 days in a village. The first day of the survey is usually a Friday, followed by Saturday and Sunday.

A team of two surveyors (preferably one male and one female) goes to the village assigned to them by the ASER state team. They take the survey pack given to them in the training.

↓

Once in the village, the surveyors *meet the Sarpanch/village representative* and do the following:

- Clearly explain what ASER 2017 is about and why it is important.
- Give him/her the 'Letter for Sarpanch' and ask for his/her support to conduct the survey in the village.

↓

The surveyors then *walk around the entire village* and do the following:

- Fill the Village Information Sheet, based on what they observe in the village.
- Make a rough map of the village, marking the important landmarks in the village. Once the surveyors have walked around the entire village, they make a final map in the Village Booklet.

For more details, see pages 28-30

↓

Next, the surveyors *select households to survey.* They:

- Divide the map into 4 sections or select 4 hamlets.
- Randomly select 4 households with resident youth (14-18 years) from each hamlet/section using the 'every 5th household rule'.
- Follow this process until they have randomly selected a total of 16 households with resident youth in the entire village.
- In each household approached while selecting households to survey, record some basic information about that household.

↓

In each of the 16 households with resident youth that have been randomly selected for the survey, surveyors:

- Record information about the resident youth's activity.
- Ask questions to the youth about their aspirations, exposure to digital and financial spheres and familiarity with contexts beyond their immediate environment.
- Conduct a learning assessment.
- Record information about household assets.

For more details, see pages 31-46

↓

After all 16 households are surveyed, the surveyors check the survey booklet for completeness and then submit it to the ASER team.

These stages of the survey are described in the following pages.

Collecting village-level information

The village authorities are first apprised of the purpose and process of the ASER survey. Surveyors then walk through the entire village, recording some of its key characteristics and make a map of its layout. This process serves several purposes:

- It enables the survey team to understand the distribution of households in the village, which is an essential first step before randomly selecting households to survey. For example, surveyors check whether the village is divided into hamlets and if so, how many and where.
- It enables the surveyors to collect basic information about the village such as connectivity and amenities. This information is later aggregated and used to generate a sample description of surveyed villages.
- It enables the survey team to record basic locational information for each household surveyed, which facilitates the subsequent recheck process. The hamlet number for each surveyed household is recorded such that its general location can be identified on the village map.
- The process of walking around the village enables the surveyors to meet and talk to several people. This is an important part of generating community engagement and interest in the process.

Format 1: Sample village information sheet

VILLAGE INFORMATION SHEET

Block name:	Sarada	Village name:	Neelampur

Please tick (✓) the relevant box		Did you see the following facilities/services in the village yourself? (Tick Yes/No based on your own observation)	
BASIC FACILITIES	Pucca road leading to the village?	Yes ✓	No
	Paid public transport available to the village?	Yes ✓	No
	Bank (any type) in the village?	Yes	No ✓
	ATM in the village?	Yes	No ✓
	Computer centre/internet cafe in the village?	Yes	No ✓

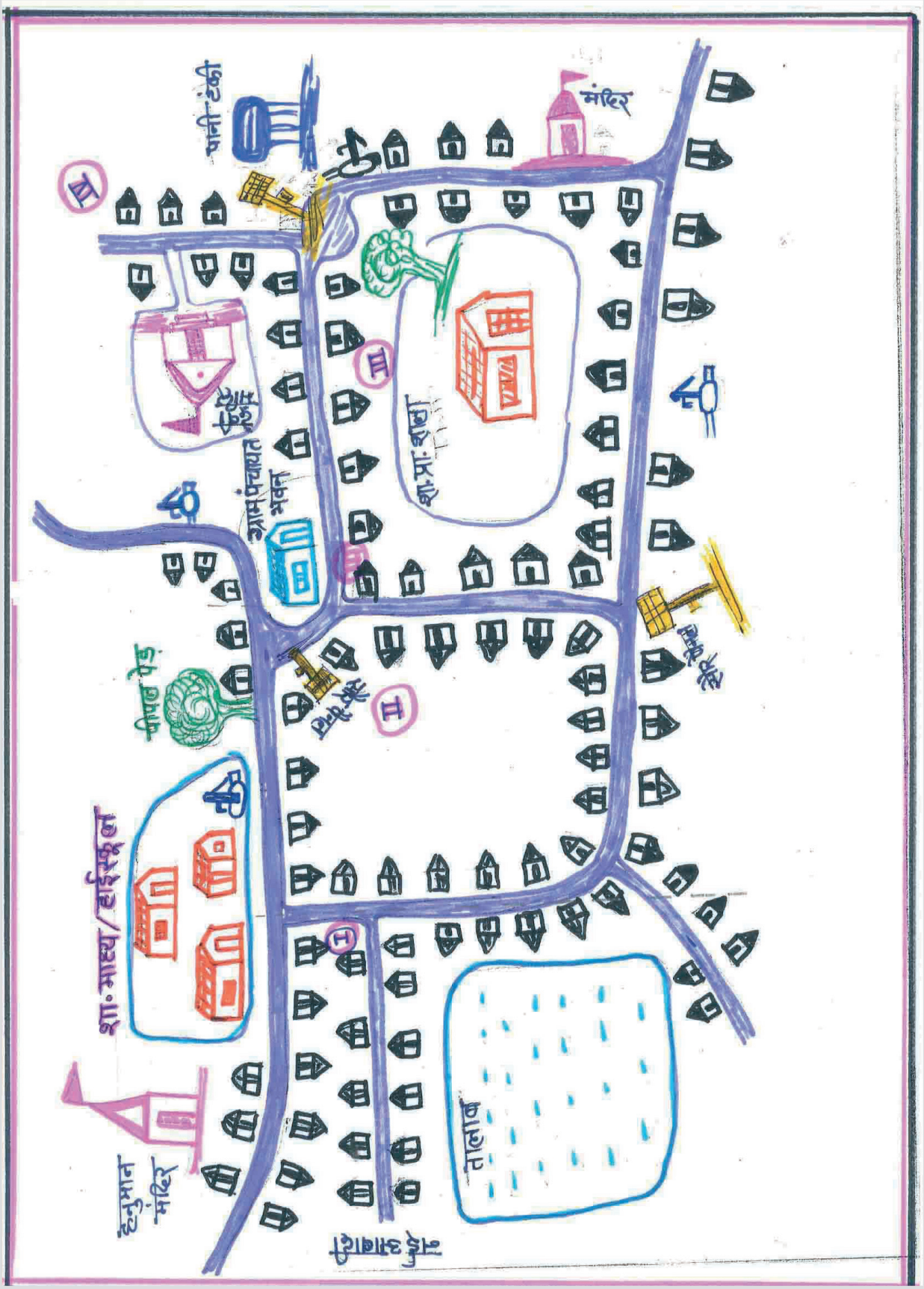
EDUCATIONAL FACILITIES

For each government school in the village, tick (✓) the lowest and highest Std. in the school.

	Pre-primary	Std. 1	Std. 2	Std. 3	Std. 4	Std. 5	Std. 6	Std. 7	Std. 8	Std. 9	Std. 10	Std. 11	Std. 12
Government school - 1		✓				✓							
Government school - 2		✓							✓				
Government school - 3													
Government school - 4													
Government school - 5													

Private school having classes 9 and 10 in the village?	Yes	No ✓
Private school having classes 11 and 12 in the village?	Yes	No ✓
Paid tuition/coaching centre in the village?	Yes	No ✓
ITI/Polytechnic/College/Skills Centre (any type) in the village?	Yes	No ✓

Format 2: Sample village map



Collecting information from sampled youth

Information on sampled youth in the age group 14-18 years was collected in 4 domains. These were:

- Activity: What are the youth currently doing? Are they enrolled in school or college, working, taking vocational training, preparing for entrance exams? Or some combination of these activities?
- Ability: Can they apply basic reading and arithmetic abilities to everyday situations? Can they do simple financial calculations?
- Awareness and exposure: What do youth report in terms of their exposure to media? Are they familiar with common digital and financial instruments and processes?
- Aspirations: What do youth in this age group report as their educational and career goals?

These are described individually below.

Activity

Unlike younger children, whose activities are usually limited to being either in school or at home, capturing the activities of youth in the ASER 2017 target age group of 14-18 years is a far more complex task.

First, the variety of activities youth could potentially be involved in is far greater. For example, they could be in school, in college, working, taking vocational training or courses, or preparing for entrance examinations.

Second, each of these categories covers a variety of possible situations. For example, if youth are working, they could be working on the family farm or in an external job; or perhaps doing both. Vocational training could vary in duration from a few weeks to multiple years. In many cases, presenting meaningful descriptions of what youth are doing required additional detailing of these broad activity categories.

Third, a youth could be engaged in more than one activity. For example, a youth could be both studying and working or both studying and taking vocational training. In other words, these are not mutually exclusive activities.

In an effort to account for this diversity of situations, all youth were asked about their participation in each of the following five categories of activity:

- *Enrollment in school or college*

For the purposes of this report, school enrollment includes enrollment upto Std XII, regardless of whether Std XI and XII are offered in high school or in college[1]. College enrollment is defined as enrollment in undergraduate or other courses which include certificate or diploma courses. Information on vocational training courses was collected separately and is not included here.

- *Tuition/Coaching*

This category includes paid classes to supplement studying at school or to prepare for a competitive exam. Youth could be taking tuition or coaching classes whether or not they were formally enrolled in an educational institution.

- *Exam preparation*

Youth in this age group are sometimes found preparing for education or job related exams such as NEET or UPSC. Again, this activity is independent of their enrollment status and was recorded separately. However, this excluded routine school/college exams, board exams and exams from open school.

- *Vocational training/other classes or courses*

[1] In some states, Std XI and XII are offered in senior secondary schools, while in others they are offered in colleges and called by different names.

Youth in the 14-18 age group could be doing many different kinds of courses, ranging from structured, formal courses such as those taught at ITIs or polytechnics; to more informal ones like stitching classes at a local training centre. The survey captured youth participation in all these types of courses, specifying only that they should provide hands-on training with a focus on employability. Therefore, although many youth take hobby classes such as music and dance, these are not included here. In all cases information on the duration of the training was also recorded.

- *Work*

Older youth often participate routinely in household chores, and additionally could be doing what is normally categorized as 'work', whether on the family farm/enterprise or elsewhere. Under this head, therefore, information was collected separately for household work like fetching water or shopping for the household, when done daily; and for other kinds of work, such as on a farm or family enterprise.

In the case of non-household work, information was collected only if the youth had worked for more than 15 days in the past month; and only the youth's primary work (on which the most time was spent) was recorded.

Working youth were also asked about payment; but in these questions only monetary payment was considered.

Aspirations

Sampled youth were also asked a series of questions intended to provide insight into other aspects of their lives. This segment of the survey comprised a questionnaire; however, surveyors were trained to ask these questions in a conversational, rather than survey style in order to obtain more authentic responses from sampled youth, and practiced doing so during the training. A series of interlinked questions aimed to understand the youth's educational and career goals. The surveyors then slotted the youth's responses into the appropriate response option on the questionnaire.

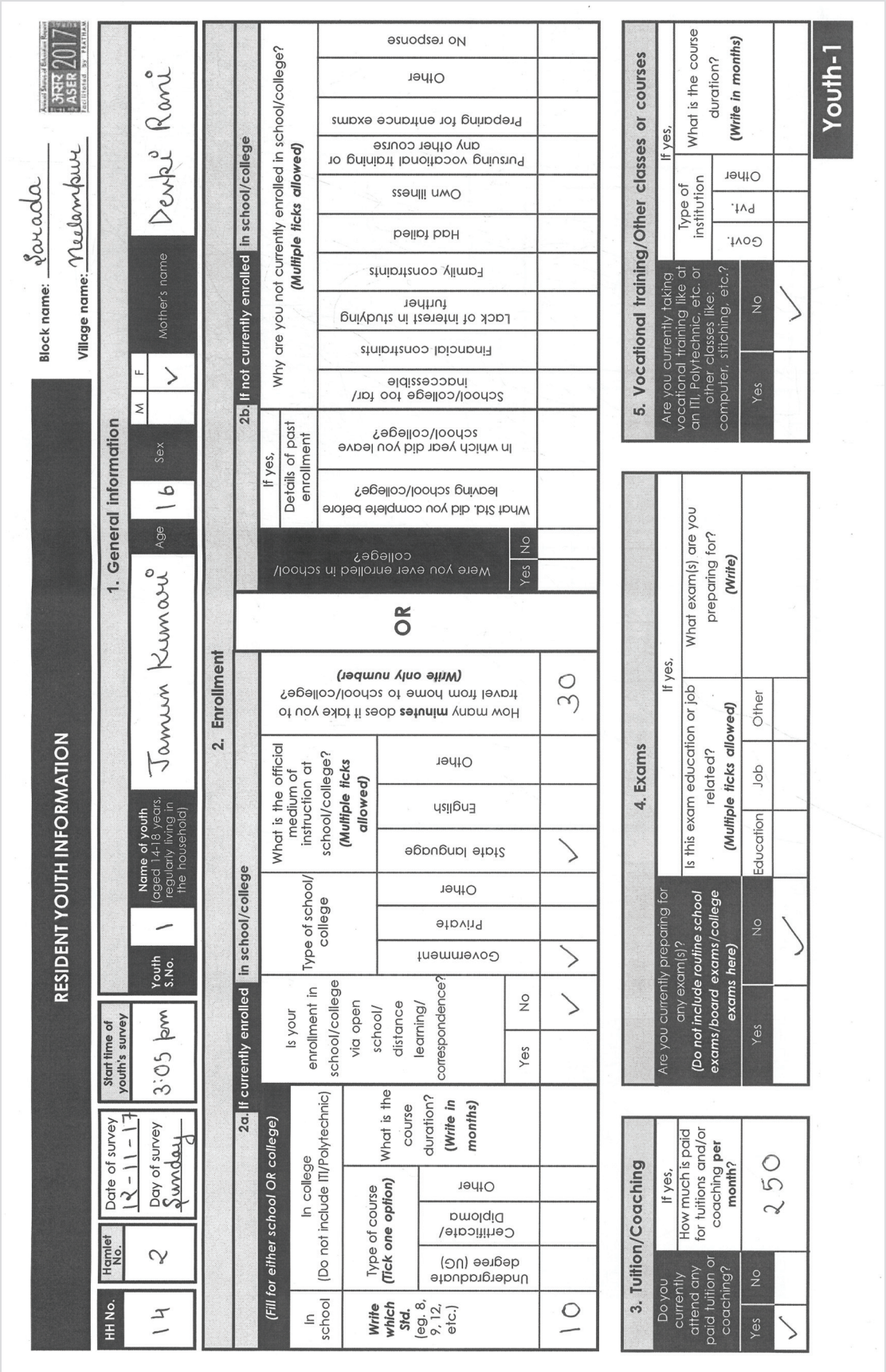
The intentionally open-ended nature of these questions meant that it was possible to obtain a wide variety of responses to them. For each such question, multiple pilots conducted over the course of the last year enabled us to identify the responses that were most frequently obtained across the country, and these were used to establish the primary response options on the questionnaire. An open-ended 'Other' option enabled surveyors to write down responses that did not fit within any of the response categories provided.

Awareness

Access to and familiarity with the financial and digital worlds are key components of productivity in the 21st century landscape, and recent years have seen significant changes in the policy landscape in India in this regard. The objective of this set of questions was to understand the extent to which sampled youth are aware of and familiar with some basic dimensions of these sectors. Specifically, information was recorded on youth's:

- Usage of mobile phones, internet, TV, computer, etc.
- Familiarity with basic digital and financial instruments and processes
- Awareness of major vocational training alternatives, such as ITIs and Polytechnics
- Exposure to urban centres

Format 3: Sample youth information sheet: Youth activity



RESIDENT YOUTH INFORMATION

Block name: Sarada

Village name: Neelambaru

HH No.	Hamlet No.	Date of survey	Day of survey	Start time of youth's survey
14	2	12-11-17	Sunday	3:05 pm

1. General information

Youth S.No.	Name of youth (aged 14-18 years, regularly living in the household)	Age	Sex M	Sex F	Mother's name
1	Jamun Kumari	16		✓	Devki Rani

2. Enrollment

2a. If currently enrolled in school/college (Fill for either school OR college)

In school	In college (Do not include ITI/Polytechnic)				Is your enrollment in school/college via open school/ distance learning/ correspondence?		Type of school/ college					What is the official medium of instruction at school/college? (Multiple ticks allowed)					How many minutes does it take you to travel from home to school/college? (Write only number)
Write which Std. (eg. 8, 9, 12, etc.)	Type of course (Tick one option)			What is the course duration? (Write in months)	Yes	No	Government	Private	Other			State language	English	Other			30
10	Undergraduate degree (UG)	Certificate/ Diploma	Other			✓	✓					✓					

OR

2b. If not currently enrolled in school/college

Were you ever enrolled in school/ college? Yes	Were you ever enrolled in school/ college? No	If yes, Details of past enrollment: What Std. did you complete before leaving school/college?	In which year did you leave school/college?	Why are you not currently enrolled in school/college? (Multiple ticks allowed): School/college too far/ inaccessible	Financial constraints	Lack of interest in studying further	Family constraints	Had failed	Own illness	Pursuing vocational training or any other course	Preparing for entrance exams	Other	No response

3. Tuition/Coaching

Do you currently attend any paid tuition or coaching? Yes	Do you currently attend any paid tuition or coaching? No	If yes, How much is paid for tuitions and/or coaching per month?
✓		250

4. Exams

Are you currently preparing for any exam(s)? (Do not include routine school exams/board exams/college exams here) Yes	No	If yes, Is this exam education or job related? (Multiple ticks allowed) Education	Job	Other	What exam(s) are you preparing for? (Write)
	✓				

5. Vocational training/Other classes or courses

Are you currently taking vocational training like at an ITI, Polytechnic, etc. or other classes like: computer, stitching, etc.? Yes	No	If yes, Type of institution: Govt.	Pvt.	Other	What is the course duration? (Write in months)
	✓				

Youth-1

6. Work information

Do you do any household work daily? (Like cooking, cleaning, household shopping, etc.)		Have you done any other work regularly (more than 15 days) in the past one month? (Like: working on farm, helping in family enterprise, etc.)		If yes, What kind of work? *(Tick one option, for primary work only)*				If yes, Are you/will you be paid money for this work? *(Tick one option)*			
				Agricultural/related work		Non-agricultural work					
Yes	No	Yes	No	Family or own	Working for someone else	Family or own enterprise	Working for someone else	No	Yes, on a daily basis	Yes, regularly (weekly, monthly etc.)	Other
✓		✓		✓				✓			

7. Marital status

Are you currently married?		
Yes, and living with spouse	Yes, but not living with spouse	No
		✓

8. Parents' information

Till which Std. has your mother completed her studies?	Till which Std. has your father completed his studies?
5	8

Note:

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Format 4: Sample youth information sheet: Aspirations and awareness

9. Youth awareness and aspirations

HH No.	14	Hamlet No.	2	Youth S.No.	1	Block name:	Sarada
Name of Youth	Tamun Kumari					Village name:	Neelampur

I would like to ask you a few questions about your future aspirations.

Q.1 If you were given the opportunity, what is the highest level you would like to study till (like 12th, graduation, etc.)? (Tick one option. Do not read out the options.)

1. ☐ Std.10
2. ☐ Std.12
3. ☐ Courses less than graduation, like ITI/diploma
4. ☑ Graduation (BA, B.Sc., etc.)
5. ☐ Higher than graduation (MA,M.Sc.,PhD,etc.)
6. ☐ Do not want to study more
7. ☐ Other
8. ☐ Don't know

(Have a conversation with the youth about what she would like to do in the future. Depending on the responses, tick the answers to questions 2a-2c. Do not read out the options. If necessary, probe for more information.)

Q.2a After completing your studies or in the future, what would you like to do as your primary work? (Tick one option)

1. ☐ Army/police
2. ☐ Teacher
3. ☐ Doctor/nurse
4. ☐ Engineer
5. ☑ Any government job
6. ☐ Any private job
7. ☐ Sports
8. ☐ Own or family agriculture/allied
9. ☐ Someone else's agriculture/allied
10. ☐ Own or family enterprise
11. ☐ Other_____
12. ☐ Household work
13. ☐ Don't know/have not thought about it
14. ☐ Don't want to work

(If the youth selected option 1-11 above, then ask question 2b and 2c.)

Q.2b How will you prepare for this job? (Multiple ticks allowed)

1. ☐ Study further
2. ☑ Sit for an exam
3. ☐ Training/apprenticeship
4. ☐ Other
5. ☐ Don't know

Q.2c Do you know anyone who does this work? (Multiple ticks allowed)

1. ☐ Mother or father
2. ☐ Someone else in the household
3. ☑ A relative other than the ones residing in my house
4. ☐ A friend
5. ☐ Someone in the school or village (other than friends)
6. ☐ Some other person (other than the above)
7. ☐ Don't know anyone

Now, I have a few other questions for you.

Q.3 In the past one week, have you:

	Yes	No	If no, then when did you last use one? Less than 1 month	1 to 6 months	More than 6 months to 1 year	More than 1 year	Never
a. Used a mobile phone?	✓						
b. Used internet?		✓				✓	
c. Watched TV?	✓						
d. Used a laptop or computer?		✓				✓	
e. Listened to radio/FM?		✓				✓	
f. Read a newspaper, magazine or a book other than a textbook?		✓		✓			

Q.4 Do you have your ***own*** bank account?

1. ☑ Yes
2. ☐ No
3. ☐ Don't know/not sure

Q.5 Have you ever deposited or withdrawn money from your ***own or someone else's*** account by going to the bank?

1. ☐ Yes
2. ☑ No

Q.6 Have you ever used an ATM or a debit card?

1. ☐ Yes
2. ☑ No

Q.7 Have you ever done a transaction using Bhim App/mobile banking/PayTM or internet banking?

1. ☐ Yes
2. ☑ No

Q.8a Have you heard of ITI/Polytechnic colleges?

1. ☐ Yes
2. ☑ No

Q.8b If yes, do you know where your nearest ITI/Polytechnic college is located?

1. ☐ Yes
2. ☐ No

Q.8c What can one learn there? (Do not prompt. Tick "could answer" if youth mentions skills, skilling, vocational, apprenticeship, etc.)

1. ☐ Could answer
2. ☐ Could not answer
3. ☐ Surveyor can't assess

Youth-1

Q.9a Do you know anyone who has done a short vocational course (6 months or less)?

1. ☐ Yes
2. ☑ No

Q.9b If yes, then what was the course?

_____

Q.10 Have you ever been to _____ [name of district headquarter]?

1. ☑ Yes
2. ☐ No
3. ☐ Don't know/not sure

Q.11a Have you ever been to a big city?

1. ☑ Yes
2. ☐ No
3. ☐ Don't know/not sure

Q.11b If yes, then which is the biggest city you have visited?

Ahmedabad

Q.12a Have you ever been outside your village without any family members?

1. ☐ Yes
2. ☑ No

Q.12b If yes, have you travelled in shared public transport (eg. bus, train, etc.) without family members?

1. ☐ Yes
2. ☐ No

Q.13 Would you be willing to go and stay outside your village for work or studies?

1. ☑ Yes
2. ☐ No
3. ☐ Not sure/have not thought about it

10. Testing

10a. Warm up questions (For all youth)

Write code: 0 = No Response, 1 = Incorrect, 2 = Correct

Sample number (1/2)	Clock-1	Clock-2	No. of hours	Total weight	Total money
	Q1	Q2	Q3	Q4	Q5
1	2	2	1	1	2

10b. ASER Testing (For all youth)

Language in which the youth is tested in reading?	Reading (✓ the highest level ONLY)					Math (✓ the highest level ONLY)					English: Reading (✓ the highest level ONLY)					English: Meaning (Ask for the highest level ONLY and ✓)	
	Beginner	Letter	Word	Para	Story	Beginner	Num Recg 1-9	Num Recg 10-99	Subtraction	Division	Beginner	Capital letter	Small letter	Word	Sentence	Can say	Cannot say
HINDI					✓				✓						✓		✓

10c. Other questions (For all youth)

Write code: 0 = No Response, 1 = Incorrect, 2 = Correct

Chlorine tablets	Length – key	Length – pencil	O.R.S.				Identify map	Country's capital	State name	State on map	Neighbouring state name	Neighbouring state on map
Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
2	2	1	2	2	1	1	2	2	1	1	1	1

(Only for youth who are at subtraction or division level)

10d. Financial literacy questions

Write code: 0 = No Response, 1 = Incorrect, 2 = Correct, X = Not asked

Rs. 50 budget	T-shirt – sale	Bookshop	Bookshop	Bank	Bank
Q19	Q20	Q21a	Q21b	Q22a	Q22b
1	1	2	1	2	1

End time of youth's survey

4:00 pm

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Ability

The main architecture of the 'Beyond Basics' assessment tool is based on matching curricular expectations and ground realities that need to be taken into consideration if assessment data is to be translated easily to understand gaps and plan effective interventions.

Concepts tested

Because past editions of the ASER survey have highlighted the fact that significant proportions of older children lack foundational skills, ASER's basic assessment of reading, arithmetic and English was retained in the 'Beyond Basics' survey to understand whether all youth in the age group 14-18 have mastered these foundational abilities.

The National Council of Educational Research and Training's (NCERT) Learning Outcome indicators for elementary education also highlight several concepts that youth are expected to be familiar with at the end of each grade.[1] The 'Beyond Basics' assessment tool assesses some of these concepts in context of everyday usage. Some tasks on the 'Beyond Basics' tool are mapped to corresponding Learning Outcome indicators below:

Section and sample tasks	Corresponding subject and grade of learning outcomes
Daily tasks (telling time, counting money, adding weights)	Mathematics - Std III, IV
Common calculations (calculating time, applying unitary method, measuring length)	Mathematics - Std III, IV (time, length) Std VI (unitary method)
Map and General Knowledge	Social Science - Std VI
Financial calculations (percentage, simple interest)	Mathematics - Std VII, VIII

See pages 39-42 for actual tasks.

Development of the testing tool

Work on the ASER 2017 'Beyond Basics' tool began with a focus on what youth in the country should know and actually know; what they should be able to do and what they actually can do. Thus, in addition to the ASER reading and arithmetic tasks, a variety of other domains/dimensions in reading/comprehension, Mathematics and General Knowledge were explored.

Reading and comprehension

In exploring language capabilities of youth, tasks were designed that included both academic or textbook/curricular variety as well as functional or day to day types of tasks. Different methods were used such as reading and comprehension using an oral one-on-one method as well as a pen-paper format.[2] It was seen that administering a pen-paper test was not suitable in a household setting and did not engage the youth

[1] The entire list of learning outcomes is available in 'Learning Outcomes at Elementary Stage', accessible on the Ministry of Human Resource Development's website, at - http://mhrd.gov.in/sites/upload_files/mhrd/files/Learning_outcomes.pdf

[2] Reading comprehension: Several variants were developed and piloted. Text length was about 100 to 200 words. Narrative as well as informative texts were used; continuous as well as non-continuous text administered both orally one-on-one and in pen-paper format.

or the community. Hence, rather than academic texts, we focused on identifying documents that are commonly seen in households across the country and have similar objectives and content across states.

Background research was done in a variety of rural contexts on the kind/content of printed material available in public areas. Similar investigations were done for printed materials/documents/cards available in households. Three documents emerged as possible texts to use for an assessment of reading and comprehension: a Std X Board examination mark sheet, instructions on an oral rehydration package, and an immunization card for infants.

Each of these texts/tasks required reading, extracting information and applying what was extracted in a specific context. However, a lack of standardization in mark sheets and immunization cards across states limited the options of documents that could be used as the basis for an assessment to be administered across the country.

Mathematics

Reading and solving tasks using word problems or advanced competencies (such as percentages, fractions) were tried one-on-one as well as in a pen-paper format. These questions were also reframed to be visual, interactive and relatable to the youth's context. Most of these tasks did not require reading, such as tasks related to telling time, counting money, and measuring quantities. Since these tasks proved to be of interest to young people and their families, they were retained in the final assessment.

Questions on financial calculations were also added to this section. These questions were based on managing a budget, financial decision making, computing discounts and calculating rate of interest.

Language of assessment tool

The assessment tool has been translated to 13 languages. The following decisions were taken pertaining to the language of numerals and texts used in the tool.

- O.R.S. text: Through field-based fact finding it was found that O.R.S. packets in India are available in only 2 languages - Hindi and English - across all states in India. However, for purposes of the assessment text was created in all 13 languages used for the ASER survey.
- Numbers on tool: The numbers used throughout the assessment follow the international number system.
- Weights: The language used on the weights question in the assessment tool are Hindi and English, in accordance with the weights observed in different states.

Standardization of the testing process

The assessment was conducted in households and included all youth in the target age group of 14-18. To ensure standardization of the testing process across all survey locations, surveyors adhered to the following rules for testing:

- Surveyors had to read out the instructions as written on a standardized Test Administration Sheet. No variation in oral stimulus was permitted.
- Youth were provided with rough sheets for any calculations.
- Youth had the option to answer orally or in written form.

Assessment tool

The 'Beyond Basics' assessment tool tested the functional competencies of youth by assessing them on the following broad domains:

1. Basic ASER assessment of reading, arithmetic and English
2. Daily tasks like counting money, adding weights
3. Common calculations like measuring length, calculating time
4. Reading and understanding written instructions
5. Map and General Knowledge
6. Financial calculations (administered only to youth who were at subtraction or division level on the ASER arithmetic assessment)

1. Basic ASER assessment*

ASER reading tool

अनुच्छेद

आज मामा आए हैं।
मिठाई साथ लाए हैं।
हम सब मिठाई खाएंगे।
फिर मामा से कहानी सुनेंगे।

अनुच्छेद

रात हो गई है।
चाँद दिख रहा है।
तारे भी चमक रहे हैं।
सब लोग सो गए हैं।

कहानी

विमला और अजय मेला देखने गए। उन्हें मेले में तरह-तरह की दुकानें दिखी। मेले में बहुत झूले थे। वहाँ गरम-गरम हलवा और जलेबियाँ भी बिक रही थी। जलेबी देखकर दोनों के मुँह में पानी आने लगा। उन्हें जलेबी खाने का मन करने लगा। विमला ने जलेबी खरीदी। दोनों ने मिलकर जलेबी खाई। शाम को दोनों घर लौट आए।

शब्द

नाक तोता कूड़ा
धुन मैना
देर रोटी पीला
पुल दिन

अक्षर

द क च
ब ल
थ ह त
म ख

ASER arithmetic tool

Subtraction		Division
36 − 18	74 − 59	4)591
62 − 24	57 − 18	7)872
73 − 54	85 − 67	6)759
98 − 79	43 − 26	8)986

Number recognition 10–99		Number recognition 1–9	
28	81	1	4
92	13	7	3
49	63	6	9
78	34	5	2
17	56		

ASER English tool

Capital letters

A J Q
N E
Y R O

Small letter

h p x
u m
d g t

Words

cat red
sun
new fan
bus

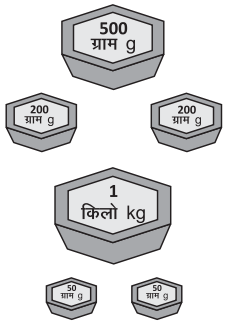
Sentences

What is the time?
This is a large house.
I like to read.
She has many books.

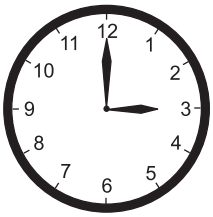
*Administration instructions for the basic ASER assessment remains unchanged from previous ASER editions. *To see these instructions see page 43-46.*

2. Daily tasks

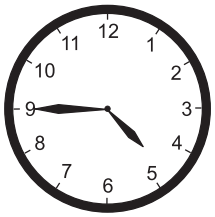
Add and tell me what is the total amount of money shown in this picture.



What is the total weight shown in this picture? Add and give the answer in kilograms.

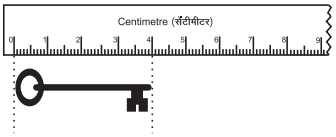


What is the time shown in this clock?

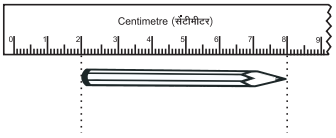


What is the time shown in this clock?

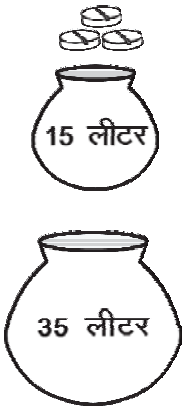
3. Common calculations



Using the scale shown, measure the length of the key. Give the answer in centimetres.



Using the scale shown, measure the length of the pencil. Give the answer in centimetres.



If 3 chlorine tablets are needed to purify 15 litres of water, how many chlorine tablets are needed to purify 35 litres of water?

If this girl sleeps at this time at night and wakes up at this time in the morning then for how many hours does she sleep?

For each task, the surveyor shows the visual and reads out the question. The youth's responses are coded as correct or incorrect. If the youth does not respond or says that he/she does not know the answer then that is also coded.

4. Reading and understanding written instructions

ओ.आर.एस.

(जीवन रक्षक घोल)

ओ.आर.एस. घोल तैयार करने की विधि

साफ बर्तन में 1 लीटर पानी उबालें और उसे ठंडा कर लें। → ठंडे पानी में 1 पैकेट पूरा ओ.आर.एस. डाल दें। → इसे अच्छी तरह मिला लें। → यह घोल बच्चे को पिलाएँ।

ओ.आर.एस. के घोल की मात्रा उम्र और दस्त की गंभीरता को देखते हुए दें।

बच्चे : 1 से 2 लीटर घोल को 24 घंटे के अन्दर पिलाएँ।

युवा : 2 से 4 लीटर घोल को 24 घंटे के अन्दर पिलाएँ।

इस इलाज को दस्त ठीक होने तक जारी रखें।

सचेत:

- बना हुआ घोल ढककर रखें एवं 24 घंटे के अन्दर ही इस्तेमाल करें।
- बचा हुआ घोल फेंक दें।

इस पैकेट को सूखी जगह में ही रखें।

मूल्य : 19 रुपये

उत्पादन की तारीख : मार्च 2015

समाप्ति की तारीख : मार्च 2018

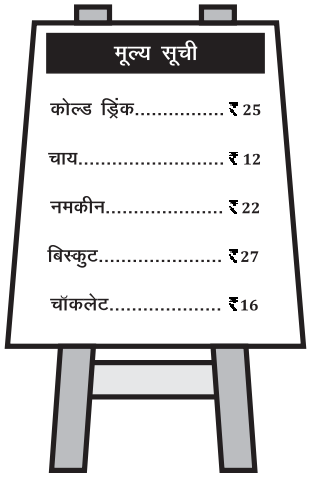
- How many packets of O.R.S. should be added to 2 litres of water?
- Within how many hours should the prepared solution of O.R.S. be consumed?
- How many litres of O.R.S. can be given to a 21-year old within a span of 24 hours?
- Based on the information given, can this packet of O.R.S. be consumed in December 2018?

5. Map and General Knowledge

- The map shown here is of which country?
- What is the name of our country's capital?
- Which state do you live in currently? Name that state.
- On the map, point and show the state that you live in currently.

For each task, the surveyor shows the visual and reads out the question. The youth's responses are coded as correct or incorrect. If the youth does not respond or says that he/she does not know the answer then that is also coded.

6. Financial calculations*



You visit a shop where this rate list has been displayed. If you have to spend Rs. 50 completely and buy 3 different things, which 3 things can you buy?

This is the price of this t-shirt and it is available on a discount of 10 percent. If you were to buy this t-shirt, how much money would you need to spend?

दुकान 1

मूल्य सूची

किताब का नाम	मूल्य
विज्ञान	₹ 50
गणित	₹ 80
हिन्दी	₹ 30
अंग्रेज़ी	₹ 70
इतिहास	₹ 40

दुकान 2

मूल्य सूची

किताब का नाम	मूल्य
विज्ञान	स्पेशल बचत!! इन 5 किताबों का सेट केवल ₹ 299 में
गणित	
हिन्दी	
अंग्रेज़ी	
इतिहास	

Suppose that you go to a market to buy books. There are two bookshops in the market, each selling the same 5 books. Compare the rate lists of the 2 shops and tell me which shop will you buy the books from, if you have to buy all the 5 books?

What is the least amount of money you will have to spend in order to buy the 5 books?

Raju's father has to buy a plot of land. For this he has to take a loan from a bank. The rates of interest offered by 3 different banks has been listed below.

बैंकों के ब्याज दर

बैंक का नाम	लोन(ऋण) पर ब्याज दर
लक्ष्मी बैंक	11% प्रतिवर्ष
लेना बैंक	12% प्रतिवर्ष
राशि बैंक	13% प्रतिवर्ष

लोन की रकम = 20,000 रुपये

Taking a loan from which of these banks would be most profitable for Raju's father?

Raju's father took a loan of Rs. 20,000. After 1 year, what is the total amount, including the interest, that he would have to return to the bank?

For each task, the surveyor shows the visual and reads out the question. The youth's responses are coded as correct or incorrect. If the youth does not respond or says that he/she does not know the answer then that is also coded.

*These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

How to test ASER reading

PARAGRAPH

START FROM PARAGRAPH

Ask the youth to read either of the 2 paragraphs.
Let the youth choose the paragraph herself. If the youth does not choose give her any one paragraph to read.
Ask her to read it. Listen carefully to how she reads.

The youth is not at **'Paragraph Level'** if the youth:
- Reads the paragraph like a string of words, rather than sentences.
- Reads the paragraph haltingly and stops very often.
- Reads the paragraph fluently but with **more than 3 mistakes.**

*If the youth is not at **'Paragraph Level'** then ask the youth to read words.*

The youth is at **'Paragraph level'** if the youth:
- Reads the paragraph like she is reading sentences, rather than a string of words.
- Reads the paragraph fluently and with ease, even if she is reading slowly.
- Reads the full paragraph with **3 or less than 3 mistakes.**

If the youth can read a paragraph, then ask the youth to read the story.

WORDS

Ask the youth to read any 5 words from the word list.
Let the youth choose the words herself. If the youth does not choose, then point out any 5 words to her.
The youth is at **'Word Level'** if the youth reads at least **4 out of the 5** words correctly.

*If the youth is at **'Word Level'**, then ask her to try to read the same paragraph again and then follow the instructions for paragraph level testing.*
*If she can correctly and comfortably read at least 4 out of 5 words but is still struggling with the paragraph, then mark the youth at **'Word Level'**.*
*If the youth is not at **'Word Level'** (cannot correctly read at least 4 out of the 5 words chosen), then show her the list of letters.*

STORY

Ask the youth to read the story.
The youth is at **'Story Level'** if the youth:
- Reads the story like she is reading sentences, rather than a string of words.
- Reads the story fluently and with ease, even if she is reading slowly.
- Reads the full story with **3 or less than 3 mistakes.**

*If the youth can read the story then mark the youth at **'Story Level'**.*
*If the youth is not at **'Story Level'**, then mark the youth at **'Paragraph Level'**.*

LETTERS

Ask the youth to recognize any 5 letters from the letter list.
Let the youth choose the letters herself. If the youth does not choose, then point out any 5 letters to her.
The youth is at **'Letter Level'** if the youth correctly recognizes at least **4 out of 5** letters correctly.

*If the youth is at **'Letter Level'**, then ask her to try to read the same words again and then follow the instructions for word level testing.*
*If she can recognize at least 4 out of 5 letters but cannot read words, then mark the youth at **'Letter Level'**.*
*If the youth is not at **'Letter Level'** (cannot recognize at least 4 out of 5 letters chosen), then mark the youth at **'Beginner Level'**.*

Refer to page 39 for the testing tool.

How to test ASER arithmetic

SUBTRACTION 2 digit with borrowing

START FROM SUBTRACTION

The youth is required to solve 2 subtraction problems. Show the youth the subtraction problems. First ask the youth to choose a problem, if not, then you pick one.
Ask the youth what the numbers are, then ask the youth to identify the subtraction sign.
If the youth is able to identify the numbers and the sign, ask her to write and solve the problem in the rough sheet provided in the Village Booklet. Observe if the answer is correct.
Even if the first subtraction problem is answered incorrectly, ask the youth to solve the second question following the process explained above. If the second problem is correct, ask the youth to try and do the first problem again.
If the youth makes a careless mistake, then give the youth another chance with the same question.

*If the youth **cannot do both** subtraction problems correctly, then ask the youth to recognize numbers from 10-99.*
Even if the youth does just one subtraction problem wrong, give her the number recognition (10-99) task.

*If the youth **does both** the subtraction problems correctly, ask her to do a division problem.*

NUMBER RECOGNITION (10-99)

Ask the youth to identify any 5 numbers from the list. Let the youth choose the numbers herself. If the youth does not choose, then point out any 5 numbers to her.
If she can correctly recognize at least **4 out of 5** numbers, then mark her at **'Number Recognition (10-99) Level'.**

*If the youth is not at **'Number Recognition (10-99) Level'** (cannot correctly recognize at least 4 out of 5 numbers chosen), then ask her to recognize numbers from 1-9.*

NUMBER RECOGNITION (1-9)

Ask the youth to identify any 5 numbers from the list. Let the youth choose the numbers herself. If the youth does not choose, then point out any 5 numbers to her.
If she can correctly recognize at least **4 out of 5** numbers, then mark her at **'Number Recognition (1-9) Level'** .
If the youth is not at **'Number Recognition (1-9) Level'** *(cannot recognize at least 4 out of 5 numbers chosen)*, then mark her at **'Beginner Level'.**

DIVISION: 3 digits by 1 digits

The youth is required to solve 1 division problem. Show the youth the division problems. She can choose any one problem. If not, then you pick one. Ask her to write and solve the problem.
Observe what she does. If she is able to correctly solve the problem, then mark the youth at **'Division Level'.**
Note: The quotient and the remainder both have to be correct.
If the youth makes a careless mistake, then give the youth another chance with the same question.

*If the youth is unable to solve a division problem correctly, mark the youth at **'Subtraction Level'.***

Refer to page 39 for the testing tool.

How to test ASER English

There are 2 parts in the English testing: Reading and Meaning.

- First administer the reading section and mark the highest reading level of the youth.
- Then administer the meaning section. **This is only for youth who are marked at word or sentence level in the English reading section.**

PART 1: READING

START FROM CAPITAL LETTERS

CAPITAL LETTERS

Ask the youth to recognize any 5 capital letters from the capital letter list. Let the youth choose the letters herself. If the youth does not choose, then point out any 5 letters to her.

The youth is not at **'Capital Letter Level'** if the youth cannot recognize at least **4 out of the 5** letters.

*If the youth is not at **'Capital Letter Level'** (cannot recognize at least 4 out of the 5 letters chosen), then mark the youth at **'Beginner Level'**.*

The youth is at **'Capital Letter Level'** if the youth correctly recognizes at least **4 out of the 5** letters.

*If the youth is at **'Capital Letter Level'**, then ask the youth to recognize small letters.*

SMALL LETTERS

Ask the youth to recognize any 5 small letters from the small letter list. Let the youth choose the letters herself. If the youth does not choose, then point out any 5 letters to her.

The youth is not at **'Small Letter Level'** if the youth cannot recognize at least **4 out of the 5** letters.

*If the youth is not at **'Small Letter Level'** (cannot recognize at least 4 out of 5 letters chosen), then mark the youth at **'Capital Letter Level'**.*

The youth is at **'Small Letter Level'** if the youth correctly recognizes at least **4 out of the 5** letters.

*If the youth is at **'Small Letter Level'**, then ask the youth to read the words.*

WORDS

Ask the youth to read any 5 words from the word list. Let the youth choose the words herself. If the youth does not choose, then point out any 5 words to her.

The youth is not at **'Word Level'** if the youth cannot read at least **4 out of the 5** words.

If the youth is not at **'Word Level'** *(cannot read at least 4 out of the 5 words chosen)*, then mark the youth at **'Small Letter Level'**.

The youth is at **'Word Level'** if the youth correctly reads at least **4 out of the 5** words.

*If the youth is at **'Word Level'**, then ask the youth to read the sentences.*

Continued on the next page.

SENTENCES

Ask the youth to read all four of the given sentences.

The youth is not at **'Sentence Level'** if the youth:
- Cannot read at least **2 out of the 4** sentences fluently.
- Reads the sentences like a string of words, rather than a sentence.
- Reads the sentences haltingly or stops very often.

*If the youth is not at **'Sentence Level'**, then mark the youth at **'Word Level'***
AND
Ask the youth to tell you the meaning of the words she has read correctly.

The youth is at **'Sentence Level'** if the youth:
- Reads at least **2 out of the 4** sentences fluently.
- Reads the sentence like a sentence and not a string of words.
- Reads the sentence fluently and with ease, even if she is reading slowly.

*If the youth is at **'Sentence Level'**, then mark the youth at **'Sentence Level'***
AND
Ask the youth to tell you the meaning of the sentences she has read correctly.

PART 2: MEANING

FOR 'WORD LEVEL' YOUTH

WORD MEANINGS

Ask the youth to tell the meaning of the words she has read correctly, **in her local language.**

The youth knows the meaning of the words, if the youth can correctly tell the meaning of at least 4 of the read words. She can tell the meaning of the words by:
- Saying the correct meaning in her local language

OR
- Pointing to an object, which explains the meaning of the word. For eg. pointing to her father while explaining the meaning of 'man'; pointing to something red to explain the meaning of 'red'.

*If the youth can correctly tell the meaning of **at least 4** of the words, then mark the youth as **'Can say'** in the meaning column.*
*If the youth cannot correctly tell the meaning of **at least 4** of the words, then mark the youth as **'Cannot say'** in the meaning column.*

FOR 'SENTENCE LEVEL' YOUTH

SENTENCE MEANINGS

Ask the youth to tell you the meaning of the sentences she has read correctly, **in her local language.**

The youth knows the meaning of the sentences, if the youth can correctly tell the meaning of at least 2 of the read sentences. She can tell the meaning of the sentences by:
- Saying the correct meaning in her local language

OR
- Explaining the meaning of at least the main underlined words in the sentence. For eg. For a sentence like 'What is the time?' the youth should at least be able to say '*kya/kitna*' and '*samay/waqt*'.

Note: Do not ask the meaning of the main underlined words by pointing at them one by one

*If the youth can correctly tell the meaning of **at least 2** of the sentences, then mark the youth as **'Can say'** under the meaning column.*
*If the youth cannot tell the meaning of **at least 2** of the sentences, then mark the youth as **'Cannot say'** under the meaning column.*

Note: If the youth is marked at word level, then ask only word meaning.
If the youth is marked at sentence level, then ask only sentence meaning.

Refer to page 39 for the testing tool.

Quality control in ASER 2017

Quality control processes for ASER 2017 can be broadly divided into training-based processes, field-based processes and data entry processes.

Training-based processes

Standardization in training and survey is extremely important in order to ensure that the data collected is reliable and valid across districts and states. For this purpose, ASER Centre ensures that the guidelines and instructions for the trainings delivered are kept clear and consistent so that each participant is able to conduct the survey accurately.

ASER 2017 survey trainings followed a rigorous two-tier model that consists of:

- *National training*: ASER state team members are trained by the ASER central team. Each year, the ASER survey begins with a 6-day national training. The main objective of the national training is to thoroughly train teams on all survey tools and processes. The training was held in Jaipur, Rajasthan from 20th to 25th September, 2017. It comprised 3 days of classroom sessions and 3 days of field visits to nearby villages.
- *District level training*: State and central team members trained surveyors at district level trainings. All trainers were graduates or above, with an average experience of 5 years of field work. On average, three ASER team members trained a batch of 60 volunteers for 4 days. Like the national level training, key elements of district trainings included classroom sessions, field practice sessions and a quiz.

State team members were present in survey districts throughout the process, from training to final data recheck. The process lasted for about one month in each district.

Quality control processes during training were designed to help assess the quality of surveyors and to make decisions about surveyor pairing and village allocation. Surveyors were evaluated on the following criteria:

- *Attendance*: All surveyors were required to attend all days of training. This was factored in during village allotment and surveyor pairing.
- *Quiz results*: During the training, surveyors took two quizzes, one to test their ability to answer the assessment questions correctly and the other to check their understanding of the ASER survey process.
- *Format filling exercise*: During the training, surveyors were given mock cases which they used to practice filling in survey formats.
- *Field visit performance*: One day of the training is devoted to practicing the actual survey. The field visit day is extremely useful for the participants to get hands-on experience of doing the survey. Surveyors were evaluated on their performance during the practice field visit.

Performance on all of these indicators was analysed to categorize the surveyors as Good, Average and Poor. The final selected surveyors had full attendance and on average scored at least 60% on both quizzes.

Field processes

These comprise 'monitoring', 'recheck', and 'resurvey' activities. Each year these processes are reviewed and strengthened in order to improve the quality of the data collected.

Monitoring

During the survey, ASER teams supervised surveyors to ensure the quality of data collected. The ASER 2017 monitoring process consisted of two kinds of activities:

- *Field monitoring*: To ensure that the survey process was followed, ASER teams accompanied surveyors to villages, in order to clarify doubts and correct any mistakes on the spot. Field monitoring was done in villages that were hard to reach or where it was anticipated that surveyors may need additional support based on their performance during training. On average, ASER teams monitored 28 villages (47%) out of the 60 surveyed in each district.
- *End of day calls*: At the end of each survey day, ASER team members made phone calls to surveyors to ask about the survey's progress in their village. This helped in identifying villages that required immediate corrective action or additional support.

Recheck

Once the survey is over in a village, the data collected is verified at various levels. The following recheck activities were conducted in ASER 2017:

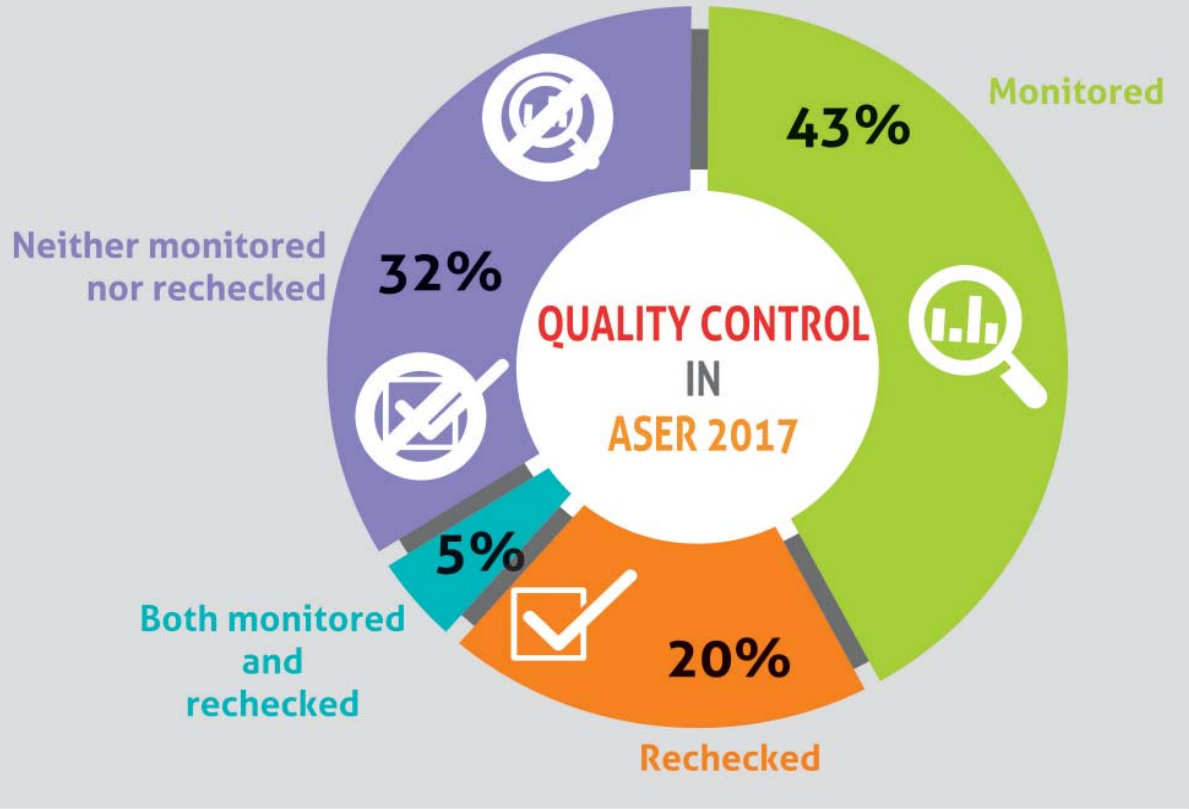
- *Desk and phone recheck*: On the completion of the survey in a district, the ASER state team conducted desk rechecks of the survey booklets received for all surveyed villages. In addition, at least 4 out of 16 households surveyed in each village were contacted by telephone. These procedures enabled quick identification of villages which were not surveyed correctly.
- *Field recheck by ASER state team*: Based on the information collected from the desk and phone rechecks, villages were identified for field recheck. In each such village, 50% of all surveyed households were rechecked. This process involved verification of the key parameters of the survey - sampling, selection of children and testing. While it was verified that testing was conducted, the youth was not tested again during recheck.
- *Cross-state field rechecks*: As the last stage to strengthen the quality control process, ASER state team members switched states and conducted a cross-state recheck. Some districts were chosen purposively and others were selected randomly. The recheck process remained the same.

On average, ASER teams rechecked 15 villages out of the 60 surveyed in each district (25%).

Resurvey

If during the monitoring and recheck processes, the quality of the survey data is found to be unacceptable, then the village is resurveyed. In ASER 2017, 52 villages were resurveyed.

Overall, a total of 1,110 (approximately 68%) villages out of the 1,641 villages surveyed in ASER 2017 were either field monitored, field rechecked or both by ASER teams.



District Management System (DMS)

The processes described above are a fundamental part of ensuring data quality. In order to consolidate the results of all processes in one place and enable rapid decision making, we introduced the 'District Management System' (DMS), a new quality control system for ASER 2017. The DMS enabled ASER state teams to document quality control details at each stage of the survey. Its dashboard tab provided a summary of the survey in each district, including all relevant information about the progress and quality of the survey, so that ASER teams could take decisions efficiently.

Data entry

Data for the survey was recorded in hard copy survey booklets. To compile and then process this data for analysis, it was entered into a database (MS Access or MySQL). For each question in the survey, rules and validations were in place to control incorrect entries.

Data was entered in selected data entry centres across the country. For ASER 2017, there were 7 data entry centres across the country. Once the data entry centres were selected, their staff was trained on how to enter ASER data.

After entry was completed every 5th entry was cross-checked with hard copies to ensure that correct data had been entered. If more than 2 mistakes were found, data for the entire village was cross-checked. A final cross-check was done centrally between child-wise data and a compilation sheet with compiled data. If there was more than a 2% difference between the 2 data sets, then the entire district's data was cross-checked.

Sample design of rural ASER 2017

Wilima Wadhwa[1]

ASER 2017, also referred to as 'Beyond Basics', is a pilot assessment of 14-18 year olds in the ASER architecture. In other words, it is a rapid assessment of youth, done in households, by ordinary citizens. Each of these elements creates its own challenges for the design of the assessment. The assessment was done simultaneously across the country during October-December 2017.

Like ASER, the 'Beyond Basics' survey also has a two-stage sample design. In the first stage, in each surveyed district, villages are randomly selected from the Census 2011 village directory. In the second stage, households are randomly selected in each of the villages selected in the first stage. This sampling strategy generates a representative picture of each district. 1 rural district has been surveyed in each major state, with the exception of Punjab, Uttar Pradesh, Madhya Pradesh and Maharashtra where 2 rural districts have been surveyed. While this is not a nationally representative sample, the size and geographical spread of the sample enables the estimates to be aggregated to get an overall picture of the rural population in India.

The ASER 2017 sample consists of 28 districts spread across 24 states.[2] While the districts were not sampled randomly, care was taken not to choose districts that were anomalous in terms of their learning outcomes as measured in ASER 2016. First, since the main focus of the survey is on the learning levels of youth, districts where average learning levels were more than 15 percentage points higher or lower than the state average were not considered.[3] Second, in each state, partner organizations were approached in districts that had learning levels close to the state average. Eventually, the final districts to survey were chosen for logistical convenience based on partner availability and ability to provide volunteers during the survey period.

In each surveyed district, 60 villages[4] are sampled from the Census 2011 frame using the probability proportional to size (PPS) sampling method, in the first stage. This method allows villages with larger populations to have a higher chance of being selected in the sample. It is most useful when the first stage sampling units vary considerably in size, because it ensures that households in larger villages have the same probability of getting selected into the sample as those in smaller villages, and vice versa.[5] In the second stage, households/youth in the age group of 14-18 years are surveyed in each sampled village.

There are various issues that complicate the second stage sampling. First is the issue of sparse populations. ASER survey as well as our research studies on older children have shown that simply sampling households in the village may not result in sufficient sample sizes of youth in the age group of 14-18 years. For instance, in ASER 2016, where 20 households are randomly selected in a village, only about 5.3 households had children in the age group of 14-16. The best solution to this problem of sparse populations of interest is to create a listing of the target population (for a particular cluster) and sample from that, thus, employing a stratified sample. However, given the rapid assessment nature of ASER and several resource constraints (time, people, money), ASER does not stratify at the second stage - there is no houselisting done at the village level.

[1] Director, ASER Centre

[2] States and Union Territories not represented in the sample are Arunachal Pradesh, Goa, Mizoram, Sikkim, Tripura, Chandigarh, Delhi, Daman and Diu, Dadra and Nagar Haveli, Lakshadweep, Puducherry, and Andaman and Nicobar Islands.

[3] Estimates from ASER 2016 were used to compare district learning levels of 14-16 year olds with the state average.

[4] We decided to double the number of villages per district as compared to ASER, so as to get a larger district sample since the Beyond Basics survey is being done in only 1 district per state.

[5] Most large household surveys in India, like the National Sample Survey and the National Family Health Survey also use this two stage design and use PPS to select villages in the first stage.

Second, the absence of a houselisting creates additional problems in surveys that are representative at multiple levels of aggregation. In these surveys estimates have to be weighted with appropriate weights[6] to account for different underlying population sizes - a more populous state like Uttar Pradesh will have a higher weight in the national estimate than a state like Himachal Pradesh. The calculation of these weights requires the underlying population proportion of the target group of interest. So if the household were the unit of sampling then we would need the number of households in the village to calculate the weights. On the other hand, if youth in the age group of 14-18 years were our target population, we would need the total number of such youth in the village to calculate the weights. A houselisting of the village would provide not only the frame for sampling these youth, but also the total number of such youth in the village.

ASER resolves both these problems by sampling households. Household weights are easy to calculate since the Census provides the village population of households. Therefore, the sample in ASER is defined in terms of households and not children. In the normal ASER, all children in the age group of 3-16 years living in the sampled households are surveyed. So as to get a representative sample of the household distribution, even households with no children in the target age group are counted as part of the sample. The number of households and villages in ASER has remained more or less unchanged since 2006, though the number of children surveyed has fallen by about 25% between 2006 and 2014.[7] However, given the scale of ASER and large household sizes in rural India, this strategy yields large enough samples to do age wise or Std wise analysis at the state level.

Given that we wanted to retain as much of the rapid assessment ASER architecture[8] as possible in the 'Beyond Basics' ASER, houselisting at the village level was not an option. Following the ASER sampling strategy would have given us a representative distribution of households but may not have generated a large enough sample size for the target population. ASER 2016 data suggested that we would get about 6 children in the 14-16 year age group by sampling 20 households per village. This is a sample size problem and can be overcome in a number of ways - e.g., by sampling more villages per district and/or more households per village.[9] However, both strategies have consequences: increasing the number of villages has cost implications and increasing the household sample in a village doesn't necessarily result in higher precision if the intra-cluster correlation is high. In any case, going by the ASER numbers to get a reasonable sample size (about 1,000 youth per district) would require sampling close to 100 villages in each district and about 40 households in each village.

Another strategy could be to sample only households with members of the target population as is done in the National Family Health Survey. However, as discussed earlier, this would require creating a frame of the target population in the village, which would be used to both sample and calculate weights.

Finally, we adopted a sampling strategy that modified the ASER approach, so as to get sufficient sample sizes and be able to calculate weights without creating a houselisting in the village. The standard ASER

[6] The weight associated with each sampling unit, household in ASER, is the inverse of the probability of it being selected in the sample.

[7] The drop in number of sampled children is probably due to the increase in the number of rural households since 2006. Census 2011 notes that there was a 24% increase in rural households since Census 2001. Yet, the rural population increased by only 12% during the same period, implying that the average rural household size has gone down resulting in fewer children per household.

[8] Household based assessment of children; activity based assessment with easy to understand tools; community (volunteer) involvement in the actual survey; quick availability of the estimates; and rigorous methodology yielding reliable estimates at the state level.

[9] For example, in most of our research studies we sample 60 villages per district.

sampling approach in the village is to mimic simple random sampling without doing a houselisting. Volunteers walk around the village, make a map, divide the village into four parts, and sample 5 households using the fifth household rule, in each part, to get 20 households in the village. Households with no children in the target age group count as part of the sample since the aim is to get a representative picture of the household distribution.

In the ASER 2017 'Beyond Basics' survey we modified this approach so as to capture sufficient numbers of 14-18 year old youth. The process is described below:

1. Walk around the village and make a map and divide the village into four parts.
2. In each part go to a central location and use the fifth household rule starting from the left to sample households.
3. If the household has children in the 14-18 year age group currently residing the household, record the household number, and the number of such youth. Administer the survey to all children in the target age group in the household and collect information on the household. Proceed to the next 5th household.
4. If the household has children in the 14-18 year age group, but not currently residing the household, record the household number and the number of such youth, and proceed to the next 5th household.
5. If the household has no children in the 14-18 year age group, record the household number and the fact that it has no children in the target age group and move to the next adjacent household. Note that unlike ASER, we do not record household characteristics in households with "no children".[10]
6. If the household is locked or does not want to participate in the survey record the household number and the fact that it was locked or a non-response household and move to the next adjacent household.
7. Continue this procedure until you have administered the survey in 4 households in each of the four sections of the village.

At the end of the survey in the village, this procedure will yield 16 households with completed survey information, as well as the total number of households visited to achieve this. This latter is needed for the calculation of correct weights.[11]

[10] This was done to save time since the survey is much longer as compared to the usual ASER.

[11] The probability that household j gets selected in village i (pij) is the product of the probability that village i gets selected (pi) and the probability that household j gets selected (pj(i)). This is given by:

$p_{ij} = p_i \; p_{j(i)} = \frac{n_v \, vpop_i}{dpop} \frac{n_{hi}}{vpop_i} = \frac{n_v n_{hi}}{dpop}$, where n_v is the number of villages sampled in the district, $vpop_i$ is the household population of village i, dpop is the number of households in the district, and n_{hi} is the number of households visited in the village (to get the 16 sampled households). The weight associated with each sampled household within a district is the inverse of the probability of selection. Note that the sum of the weights of the households will give the district population and the sum of the weights for all youth in the sample will approximate to the population of youth in the 14-18 year age group in the district.

To summarize, ASER 2017 'Beyond Basics' employs a two-stage clustered design. In the first stage 60 villages are sampled from the Census 2011 village directory using PPS. In the second stage, 16 households with resident youth in the age group of 14-18 years are surveyed in each sampled village. This gives a sample of at least 960 youth in each district. [12, 13]

The report presents district report cards for each of the 28 surveyed districts. While the sample size of about 1,000 youth in each district is sufficient to present estimates for the target population as a whole or disaggregating by two sub-populations like gender or enrollment status, it is not sufficient for reliable estimates of smaller sub-populations. However, with a sample size of about 1,000 youth per district the full sample is close to 30,000 youth. Therefore, we also present findings (appropriately weighted) based on the entire sample. These estimates are based on 26 of the 28 districts. Two districts - Amritsar in Punjab and Satara in Maharashtra - have not been included in the aggregated results. Since ASER 2017 is a pilot assessment of 'Beyond Basics' competencies for older youth, its geographical coverage is limited. However, as stated earlier, since these districts are spread across the country in every major state, the full sample does give a snapshot of the national picture. So as to get a more balanced sample two districts were surveyed by design in Uttar Pradesh and Madhya Pradesh, the two states with the largest number of districts in India. Due to high levels of interest from partner organizations we also surveyed an additional district each in Maharashtra and Punjab, but data from these additional districts is not included in the aggregated estimates.

[12] All youth in the target age group are surveyed in the sampled households. Therefore, the sample size in terms of youth is at least 960 per district.

[13] For a two-stage sample design, sample size calculations have to take into account the design effect, which is the increase in variance of estimates due to departure from simple random sampling. This design effect is a function of the intra-cluster correlation. The greater this correlation, the larger is the design effect implying a larger sample size for a given level of precision. For a given margin of error (me), the sample size can be backed out from $me = \frac{2\sigma}{p} = \frac{2\sqrt{\frac{d\,p(1-p)}{N-1}}}{p}$ where d is the design effect, p is the incidence in the population, σ its standard error and N the sample size. Since learning levels are unknown for the competencies being tested in Beyond Basics, one has to start with some assumption about p. The largest uncertainty is around p = 0.5, and therefore that yields the largest sample size. Assuming no design effect, a margin of error of 10% and incidence of 0.5, gives a sample size of 400. A design effect of 2 would double that sample size. Therefore, a sample size of about 1000 in each district should give reasonable levels of precision. Of course, the combined estimates with a sample size of almost 30,000 would be far more reliable.

Portraits of youth: Anant

Anant, 18, lives in Satara district of Maharashtra. He is taking training to become an electrician at an ITI near his village. He chose to study at an ITI based on advice from others in the village who have done the same, and even encourages his friends to join him. Only four months in, he does not know about placement opportunities or jobs obtained by previous batches, because once seniors complete the course, all contact with them is lost.

Anant would like to join the police force and prepares by going on evening runs. But after completing the electrician's course he plans to pursue a B.Com to follow in his brother's footsteps.

He is not a frequent user of the internet, and accesses it on his friend's phone when he wants to. His bhabhi however uses YouTube to teach herself topics like simple interest in preparation to take the Teacher Eligibility Test. Anant isn't too keen on being her student though!

Other than the ITI and running, Anant spends time working on the family field where they recently harvested soya. He has no hesitation about leaving the village for education or job opportunities elsewhere, but he adds that he will find a month or so to come back home and work on the farm. Farming is an activity he will always share with his father and brother, but it's not what he wants to be.

National findings

Findings based on 26 rural districts across 24 states, 23,868 households and 28,323 youth age 14-18.

In ASER 2017, information was collected for four domains - activity, ability, awareness and aspirations.

ACTIVITY

Overall, 86% of youth in the 14-18 age group are still within the formal education system, either in school or in college.

- More than half of all youth in this age group are enrolled in Std X or below (54%). Another 25% are either in Std XI or XII, and 6% are enrolled in undergraduate or other degree courses. Only 14% are not currently enrolled in any form of formal education.
- The enrollment gap between males and females in the formal education system increases with age. There is hardly any difference between boys' and girls' enrollment at age 14; but at age 18, 32% females are not enrolled as compared to 28% males.
- The proportion of youth not enrolled in school or college increases with age. At age 14, the percentage of youth not enrolled is 5%. By age 18, this figure increases to 30%.

Overall, about 5% of youth are taking some type of vocational training or other courses. This includes those who are enrolled in school or college as well as those who are not currently enrolled.

- Youth who take vocational courses tend to take short duration courses of 6 months or less. Of those who are doing vocational courses, the highest percentage of youth (34%) are enrolled in courses which are 3 months or shorter, and another 25% are enrolled in courses between 4 and 6 months in duration.

A substantial proportion of youth in the 14-18 age group are working (42%), regardless of whether they are enrolled in formal education or not. Of those who work, 79% work in agriculture - almost all on their own family's farm. Also, more than three quarters of all youth do household chores daily - 77 % of males and 89% of females.

ABILITY

For the past twelve years, ASER findings have consistently pointed to the fact that many children in elementary school need urgent support for acquiring foundational skills like reading and basic arithmetic. With this year's focus on an older age group, it is important to understand the level of basic skills among youth as well as their preparedness for tasks that go "Beyond Basics".

Foundational skills

First, let us look at the current status of foundational skills for youth in the age group 14-18.

- About 25% of this age group still cannot read basic text fluently in their own language.
- More than half struggle with division (3 digit by 1 digit) problems. Only 43% are able to do such problems correctly. The ability to do division - a task that is usually done in ASER, can be thought of as a proxy for the ability to do basic arithmetic operations.
- 53% of all 14 year-olds in the sample can read English sentences. For 18 year-old youth, this figure is closer to 60%. Of those who can read English sentences, 79% can say the meaning of the sentence.

Std II level text

विमला और अजय मेला देखने गए। उन्हें मेले में तरह-तरह की दुकानें दिखी। मेले में बहुत झूले थे। वहाँ गरम-गरम हलवा और जलेबियाँ भी बिक रही थी। जलेबी देखकर दोनों के मुँह में पानी आने लगा। उन्हें जलेबी खाने का मन करने लगा। विमला ने जलेबी खरीदी। दोनों ने मिलकर जलेबी खाई। शाम को दोनों घर लौट आए।

Division

4) 591

7) 872

6) 759

8) 986

Sentence

What is the time?

This is a large house.

I like to read.

She has many books.

- Even among youth in this age group who have completed eight years of schooling, a significant proportion still lack foundational skills like reading and arithmetic.

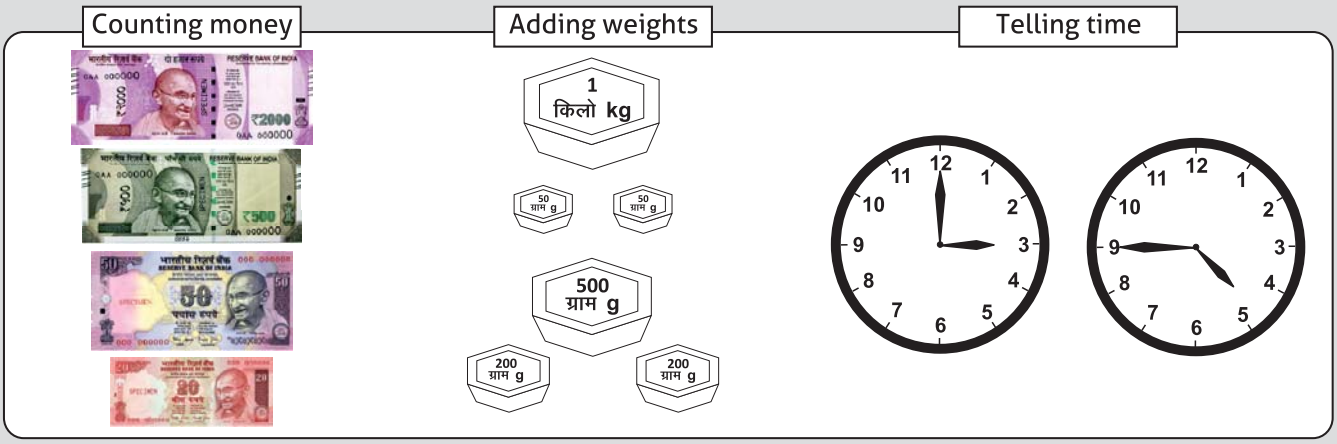
Interestingly, although reading ability in regional languages and in English seems to improve slightly with age (more 18 year-olds can read than 14 year-olds), the same does not seem to apply to arithmetic. The proportion of youth who have not acquired basic arithmetic skills by age 14 is the same as that of 18 year olds. Learning deficits seen in elementary school in previous years seem to carry forward as young people go from being adolescents to young adults.

Applying basic literacy and numeracy skills to everyday tasks

People are expected to do many tasks requiring literacy and numeracy every day. Many young people of this age group are the first in their families ever to complete eight years of schooling. So, their ability to do basic calculations and make correct decisions is important not just for themselves but for the whole family.

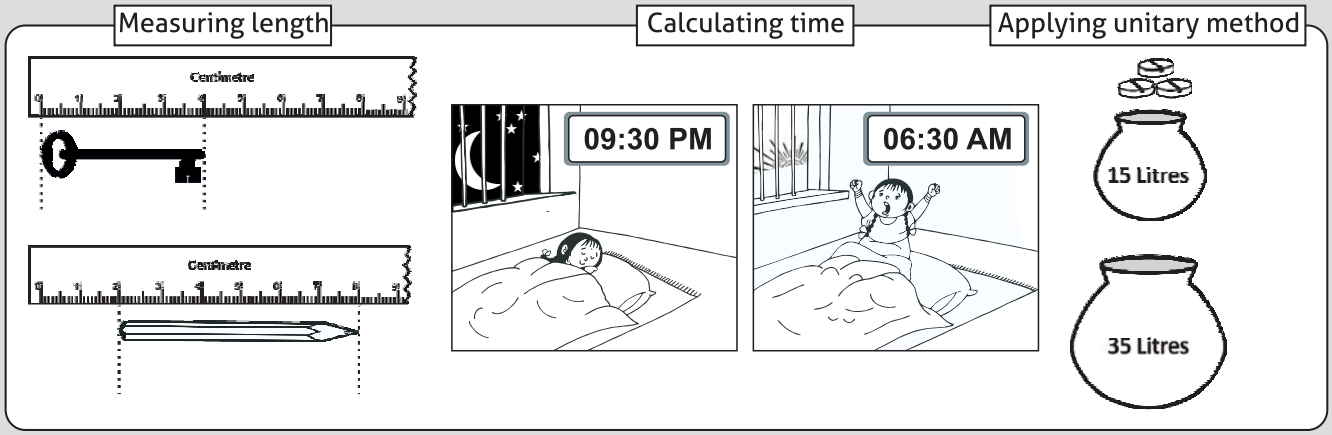
ASER 2017 explored a variety of such tasks with young people in the age group 14-18. In terms of daily tasks, we picked some simple activities like counting money, adding weights and telling time:

- How much money is this? 76% of surveyed youth could count money correctly. For those who have basic arithmetic skills, the figure was close to 90%. (This task involves simple addition.)
- 56% could add weights correctly in kilograms. For those who have basic arithmetic skills, the figure is 76%. (This task involves addition and conversion from grams to kilograms.)
- Telling time is a common daily activity. For the easy task (hour), 83% got it correct. But for the slightly harder task (hour and minutes) a little less than 60% got it right.



What about common calculations that people often have to do? For ASER 2017, we picked a few such activities like measuring length with a ruler, calculating time, and applying the unitary method (e.g. deciding how many chlorine tablets to use for purifying water).

- 86% of youth could calculate the length of an object if it was placed at the '0' mark on the ruler. But when the object was placed elsewhere on the ruler, only 40% could give the right answer.
- How many hours has this girl slept? Less than 40% of all sampled youth could calculate the right answer. Of those who could at least do division, about 55% could answer correctly.
- How many tablets are needed to purify water in the big pot? Again about 50% of youth got this right. For those who could do division, the number is 70%.

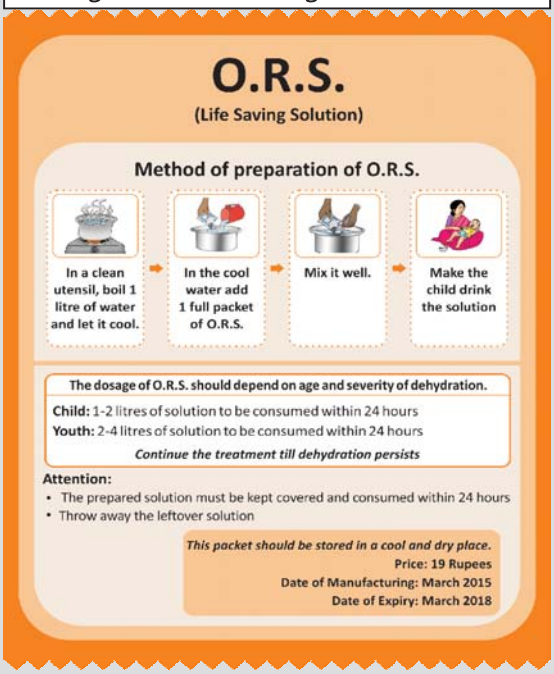


A variety of tasks in daily life require reading and understanding written instructions. For example, for prevention of dehydration especially in the case of diarrhoea, oral rehydration measures are recommended. O.R.S. packages are available widely in rural and urban areas.

Packages come with easy to use instructions that are quite straightforward. To assess whether youth are able to read and understand simple instructions, we asked them some questions based on this text. For example: how many packets of O.R.S. should be mixed with 2 litres of water? Within how many hours should the prepared mixture be consumed? How many litres of O.R.S. solution can be given to a 21 year-old within a span of 24 hours? Can this packet be used in December 2018?

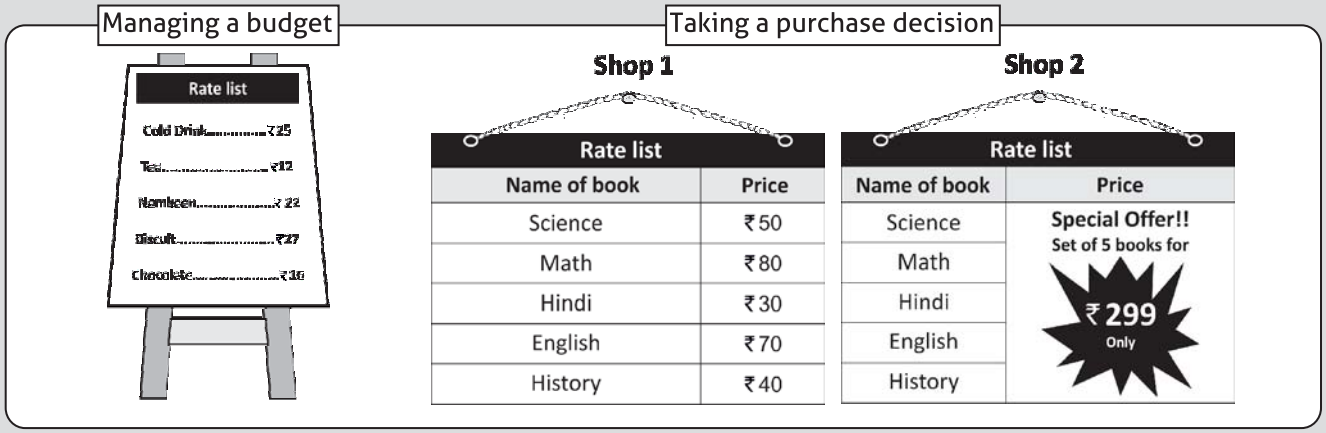
- In our sample, more than 75% of youth can read a Std II level text fluently. But only a little over half (54%) could answer at least 3 out 4 questions based on the written instructions on this O.R.S. packet.
- Of those who have currently completed 8 years of schooling or are currently enrolled in school or college, about 58% can read and understand instructions. But only 22% of those who are currently not enrolled can do so.

Reading and understanding written instructions



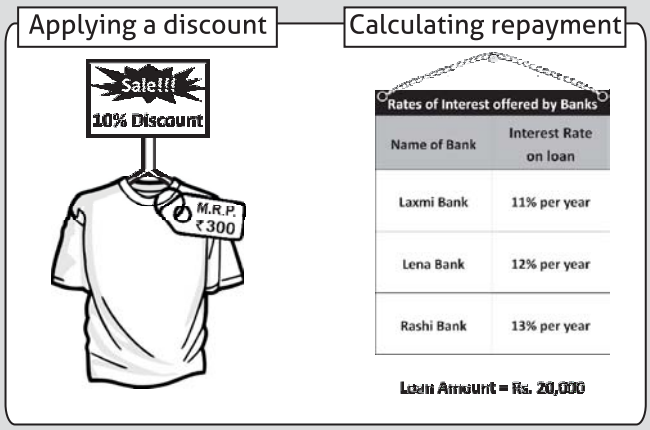
What are some ordinary, commonplace financial calculations? ASER 2017 included four examples:

- Managing a budget: You have Rs. 50 and you are looking at a rate list for snacks. Which three different items can you buy so that fifty rupees is completely spent?
- Taking purchase decisions: In the second task, you need to buy a set of five books. Two different prices are being offered in two different shops. Which shop will you go to if you want to spend the least amount of money possible? And, how much will you spend?



For both the tasks described above, less than two thirds of youth age 14-18 can correctly do the calculations (64%). This figure roughly corresponds to all those who can at least do subtraction in our sample.

- Applying discounts: The third task consists of a picture of a T-shirt which is on sale with a 10% discount. The task is to figure out how much to pay after the discount. 38% of youth can do this computation correctly.
- Calculating repayment: The fourth task is to decide which bank to take a loan from after comparing interest rates being offered by 3 banks and then computing what would be the repayment amount after a year. 71% youth chose the bank correctly but only 22% could calculate the correct repayment amount.



What about maps and general knowledge? A map of India was shown to each young person who was surveyed. They were asked a series of questions:

- "This is a map of which country?" 86% answered India.
- "What is the name of the capital of the country?" 64% answered correctly.
- "Which state do you live in?" 79% answered correctly.
- "Can you point to your state on the map?" 42% could do so.

Map and General Knowledge

The overall patterns indicate that having basic foundational skills like reading and arithmetic are very helpful even for daily tasks and common calculations. However, not everyone who has these foundational skills can correctly complete these everyday tasks. Similarly, although having completed at least 8 years of schooling is an advantage, not all youth who have done so can do these tasks. Females perform worse than males on almost all tasks.These data show that substantial numbers of young people who have completed 8 years of schooling have difficulty applying their literacy and numeracy skills to real world situations.

AWARENESS AND ASPIRATIONS

Each sampled youth was asked a series of questions to understand their access to media, financial institutions and the digital world.

As expected, mobile phone usage is widespread in the 14-18 age group. 73% of the young people had used a mobile phone within the last week.

- However, significant gender differences are visible. While only 12% of males had never used a mobile phone, this number for females is much higher at 22%.
- Mobile usage rises significantly with age. Among 14 year-olds, 64% had used a mobile phone in the last week. That figure for 18 year-olds is 82%.

But for these young people, the use of internet and computers was much lower. 28% had used the internet and 26% had used computers in the last week, while 59% had never used a computer and 64% had never used internet.

- For those who are currently enrolled in the education system, access to internet and computers is higher than those who are not currently enrolled. However mobile usage is high regardless of whether they are enrolled or not.
- Girls and young women have far lower access to computer and internet as compared to boys. While 49% of males have never used the internet, close to 76% of females have never done so.

As expected, almost every young person (85%) had watched television in the last week. 58% had read a newspaper and a little under half (46%) had listened to the radio in the previous seven days. Gender differences in access to traditional media is seen to be far lower than the differences in access to the digital world.

With respect to participation in financial processes and institutions, close to 75% youth have their own bank account. Interestingly, a slightly higher percentage of females have bank accounts than males in this age group. 51% have deposited or withdrawn money from the bank. 16% have used an ATM or debit card, but only 5% have ever done any transaction using a payment app or mobile banking.

ASER 2017 also asked youth about their study and professional aspirations. About 60% youth in the age group 14 to 18 years wanted to study beyond Std XII. This percentage is almost half (35%) among youth who could not read a Std II level text fluently.

Professional aspirations are clearly gendered, with males aiming to join the army or police or becoming engineers and females showing preference for teaching or nursing careers. Almost a third of the youth who were currently not enrolled in an educational institution did not have a specific occupation that they aspired to. Finally, 40% youth did not have any role models for the profession they aspired to.

Concluding thoughts

Unless we ensure that our young people reach adulthood with the knowledge, skills, and opportunities they need to help themselves, their families, and their communities move forward, India's much awaited 'demographic dividend' will not materialize. Our interactions with youth in this age group suggest that as a country we urgently need to attend to their needs. ASER 2017 is an attempt to shine a spotlight on this situation and hopefully start a nation-wide discussion about the way forward.

ALL DISTRICTS ACTIVITY

Analysis based on data from 26 districts of 24 states.

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in			Not enrolled	Total
	Std X or below	Std XI and XII	Undergraduate or other		
14	93.4	1.3	0.1	5.3	100
15	82.2	9.7	0.2	8.0	100
16	46.5	39.6	1.0	12.9	100
17	21.4	49.7	8.2	20.7	100
18	10.6	32.0	27.2	30.2	100
All youth	54.1	25.4	6.1	14.4	100

Chart 1: % Youth currently not enrolled in school or college, by age and gender

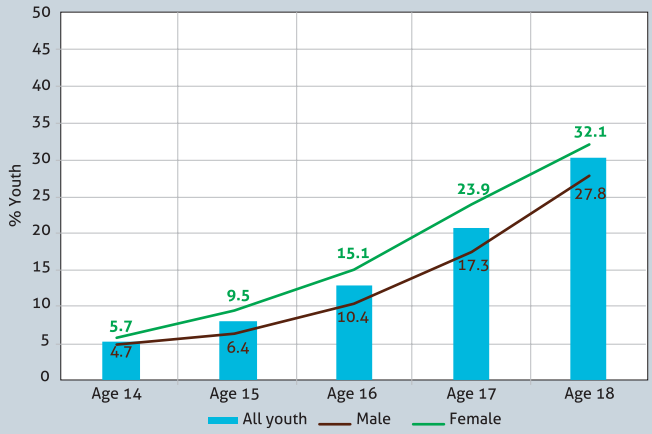


Chart 2: Enrollment status of youth, by age and type of institution, if any (%)

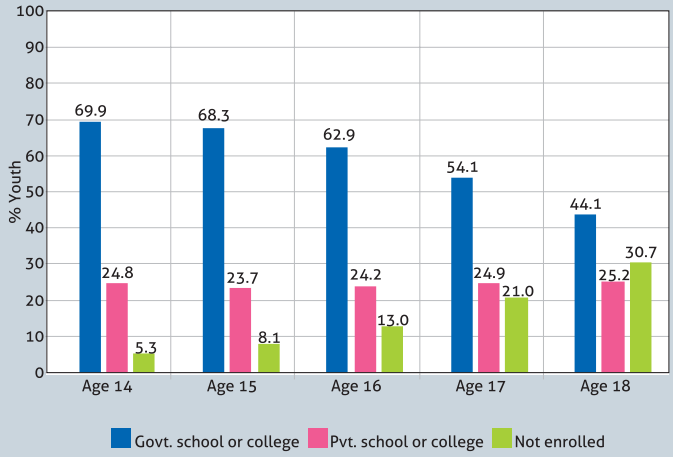
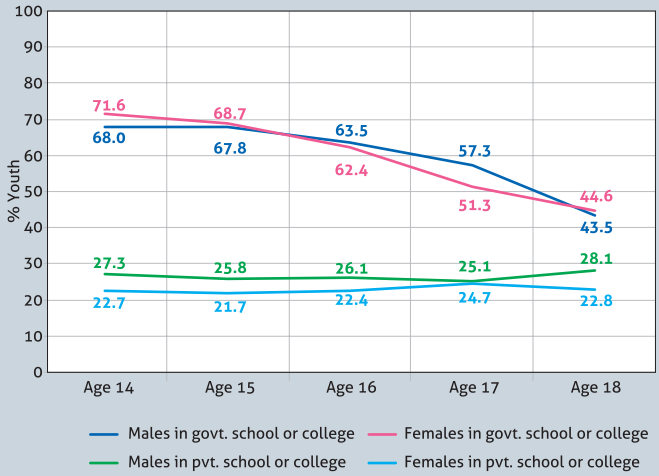


Chart 3: % Youth currently enrolled in school or college, by age, type of institution and gender



ENROLLMENT: Youth age 14-18

Table 2: % Youth by years of schooling completed and gender

Years of schooling completed	All youth	Male	Female
8 or more years	81.0	80.7	81.3
Less than 8 years	19.0	19.3	18.7
Total	100	100	100

Table 3: % Youth by years of schooling completed, enrollment status and gender

Years of schooling completed	Enrollment status	All youth	Male	Female
8 or more years	Enrolled in school or college	71.0	72.9	69.3
	Not enrolled	10.0	7.8	12.0
Less than 8 years	Enrolled in school or college	14.7	14.9	14.5
	Not enrolled	4.3	4.4	4.2
Total		100	100	100

Table 4: Enrollment status of youth at each age (% youth)

Age \ Std	Enrolled in I-VI	VII	VIII	IX	X	XI	XII	UG*/ other	Not enrolled	Total
14	4.2	7.3	31.1	39.2	11.5	1.4			5.3	100
15	3.5		10.5	29.8	38.4	8.8	1.1		8.0	100
16	4.2			12.0	30.3	29.1	10.6	1.0	12.9	100
17	7.5				13.9	20.9	28.8	8.2	20.7	100
18	4.4				6.3	7.8	24.2	27.2	30.2	100

*UG= Undergraduate

How to read this table: At each age, youth are enrolled across many grades. For example, at age 14, 31.1% youth are in Std VIII and 39.2% in Std IX, but there are also 4.2% in Std I-VI, 7.3% in Std VII, 11.5% in Std X and 1.4% in other grades.

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

Questions about vocational training were asked to all youth, regardless of enrollment status.

Table 5: % Youth taking vocational training or other courses, by current enrollment status

Enrollment status	Taking vocational training or other courses	Not taking vocational training or other courses	Total
Enrolled in Std XII or below	4.3	95.7	100
Enrolled in undergraduate or other	16.0	84.0	100
Not enrolled	6.2	93.8	100
All youth	5.3	94.7	100

Table 6: % Youth taking vocational training or other courses, by duration of training and current enrollment status

Enrollment status	3 months or less	4-6 months	7-12 months	13 to 24 months	More than 24 months	Total
Enrolled in Std XII or below	40.3	24.3	20.6	9.6	5.2	100
Enrolled in undergraduate or other	20.3	27.1	30.7	14.1	7.8	100
Not enrolled	24.5	25.6	27.6	17.1	5.1	100
All youth	33.7	25.1	23.8	11.8	5.7	100

WORK INFORMATION: Youth age 14-18

Questions about work were asked to all youth, regardless of enrollment status.

Table 7: % Youth doing household work daily, by gender

Gender	Do household work daily	Do not do household work daily	Total
Male	76.8	23.2	100
Female	89.4	10.7	100
All youth	83.5	16.5	100

Table 8: % Youth who worked for 15 or more days in the last month, excluding household work, by current enrollment status

Enrollment status	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
Enrolled in school or college	38.5	61.5	100
Not enrolled	60.2	39.8	100
All youth	41.6	58.4	100

Chart 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age and gender

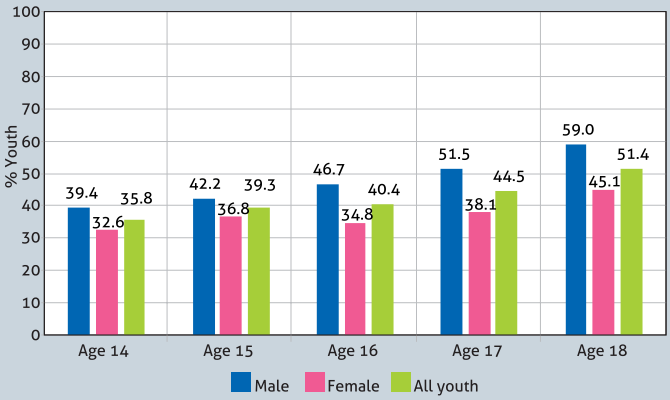


Table 9: % Youth who worked for 15 or more days in the last month, excluding household work, by current enrollment status and type of work

Enrollment status	Agriculture		Enterprise		Total
	Family's	Other's	Family's	Other's	
Enrolled in school or college	75.8	4.8	15.6	3.7	100
Not enrolled	56.1	15.7	12.6	15.6	100
All youth	71.7	7.1	15.0	6.2	100

BASIC ASER READING: Youth age 14-18

Table 10: % Youth at different reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	76.6	76.5	76.8
Std I level text	9.9	10.6	9.3
Word or below	13.5	13.0	14.0
Total	100	100	100

ASER READING TOOL

Std II level text

विमला और अजय मेला देखने गए। उन्हें मेले में तरह-तरह की दुकानें दिखी। मेले में बहुत झूले थे। वहाँ गरम-गरम हलवा और जलेबियाँ भी बिक रही थी। जलेबी देखकर दोनों के मुँह में पानी आने लगा। उन्हें जलेबी खाने का मन करने लगा। विमला ने जलेबी खरीदी। दोनों ने मिलकर जलेबी खाई। शाम को दोनों घर लौट आए।

Std I level text

आज मामा आए हैं।
मिठाई साथ लाए हैं।
हम सब मिठाई खाएंगे।
फिर मामा से कहानी सुनेंगे।

Letters

द क
च
ब ल
थ म
ह
त ख

Words

नाक तोता
धुन
देर रोटी
कूड़ा मैना
पीला
पुल दिन

Chart 5: % Youth at different reading levels, by age

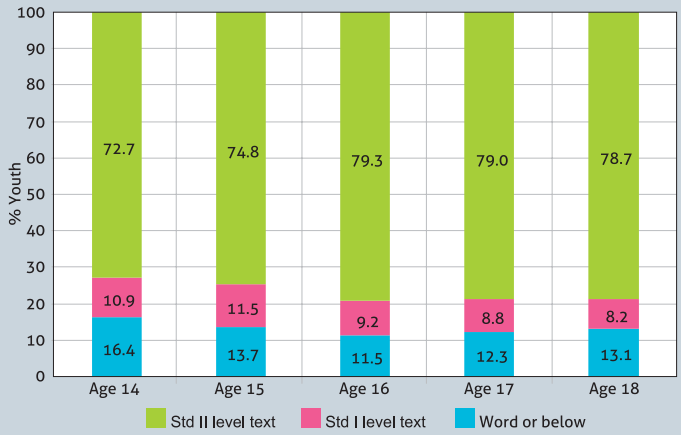


Table 11: % Youth at different reading levels, by current enrollment status

Reading level	Enrolled in Std XII or below	Enrolled in undergraduate or other	Not enrolled
Std II level text	80.7	95.0	44.5
Std I level text	9.9	3.6	12.6
Word or below	9.5	1.3	42.9
Total	100	100	100

Table 12: % Youth at different reading levels, by years of schooling completed

Reading level	8 or more years of schooling completed	Less than 8 years of schooling completed
Std II level text	81.5	55.3
Std I level text	9.2	12.7
Word or below	9.2	32.0
Total	100	100

BASIC ASER ARITHMETIC: Youth age 14-18

Table 13: % Youth at different arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	43.1	47.1	39.5
Subtraction	22.6	22.6	22.6
Number recognition (10-99) or below	34.3	30.3	37.9
Total	100	100	100

ASER ARITHMETIC TOOL

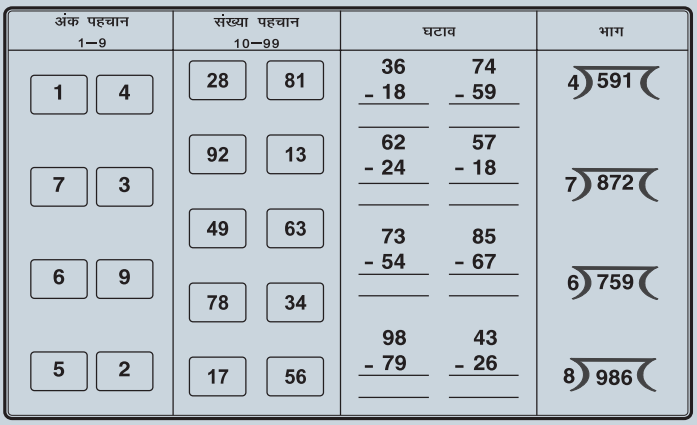


Chart 6: % Youth at different arithmetic levels, by age

Table 14: % Youth at different arithmetic levels, by current enrollment status

Arithmetic level	Enrolled in Std XII or below	Enrolled in undergraduate or other	Not enrolled
Division	47.0	60.9	11.5
Subtraction	23.5	23.2	17.5
Number recognition (10-99) or below	29.5	15.9	71.0
Total	100	100	100

Table 15: % Youth at different arithmetic levels, by years of schooling completed

Arithmetic level	8 or more years of schooling completed	Less than 8 years of schooling completed
Division	46.3	29.1
Subtraction	23.0	21.1
Number recognition (10-99) or below	30.7	49.8
Total	100	100

BASIC ASER ENGLISH: Youth age 14-18

Table 16: % Youth at different reading levels in English, by gender

Reading level	All youth	Male	Female
Sentence	58.2	61.2	55.5
Word	18.2	17.8	18.6
Small letter or below	23.6	21.1	25.9
Total	100	100	100

Table 17: % Youth who can comprehend English, by gender

English comprehension	All youth	Male	Female
Of those who can read sentences, % youth who can tell meaning of the sentences	79.2	79.0	79.4
Of those who can read words, % youth who can tell meaning of the words	54.6	53.0	56.1

Chart 7: % Youth at different reading levels in English, by age

ASER ENGLISH TOOL

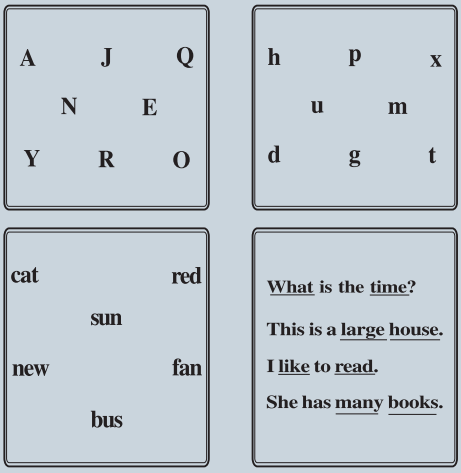


Table 18: % Youth at different reading levels in English, by current enrollment status

Reading level	Enrolled in Std XII or below	Enrolled in undergraduate or other	Not enrolled
Sentence	62.1	88.5	20.9
Word	19.3	8.2	16.6
Small letter or below	18.6	3.3	62.6
Total	100	100	100

Table 19: % Youth at different reading levels in English, by years of schooling completed

Reading level	8 or more years of schooling completed	Less than 8 years of schooling completed
Sentence	63.3	35.8
Word	17.6	20.9
Small letter or below	19.1	43.3
Total	100	100

DAILY TASKS: Youth age 14-18

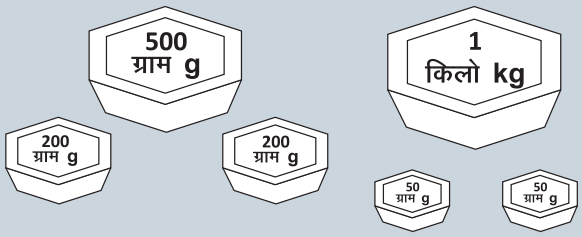
Table 20: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	75.7	82.4	69.9
Adding weights	55.7	67.5	45.4
Telling time (hour)	82.7	86.2	79.6
Telling time (hour and minutes)	59.3	66.4	53.1

COUNTING MONEY

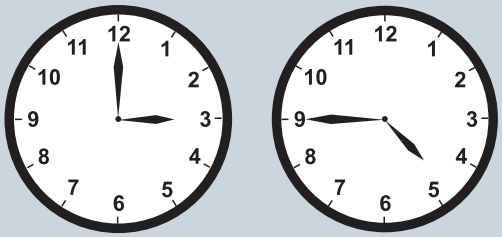
What is the total amount of money shown in this picture?

ADDING WEIGHTS



What is the total weight shown in this picture? Add and give the answer in kilogram.

TELLING TIME



What is the time shown on these clocks?

Chart 8: % Youth who can do daily tasks, by ASER arithmetic level

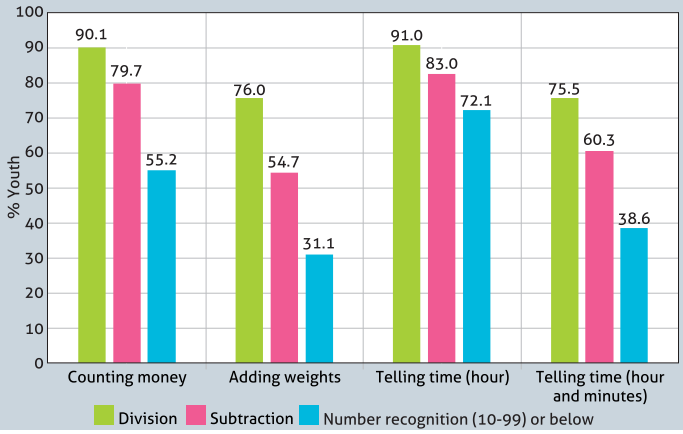


Table 21: % Youth who can do daily tasks, by current enrollment status

Task	Enrolled in Std XII or below	Enrolled in undergraduate or other	Not enrolled
Counting money	78.1	89.4	55.3
Adding weights	58.3	73.9	32.7
Telling time (hour)	84.0	94.8	69.5
Telling time (hour and minutes)	61.1	82.5	38.4

Table 22: % Youth who can do daily tasks, by years of schooling completed

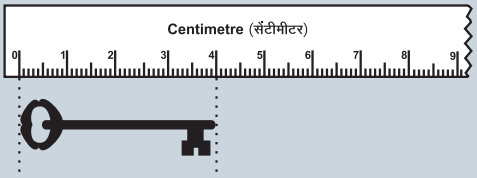
Task	8 or more years of schooling completed	Less than 8 years of schooling completed
Counting money	79.0	61.6
Adding weights	59.6	39.3
Telling time (hour)	84.7	73.8
Telling time (hour and minutes)	63.3	42.1

COMMON CALCULATIONS: Youth age 14-18

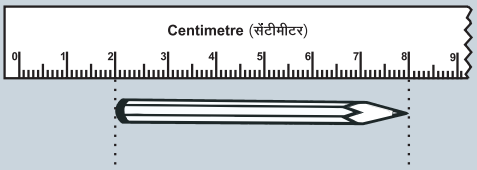
Table 23: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	85.9	89.2	83.1
Measuring length (hard)	39.7	47.9	32.5
Applying unitary method	50.2	58.7	42.7
Calculating time	38.6	43.6	34.3

MEASURING LENGTH

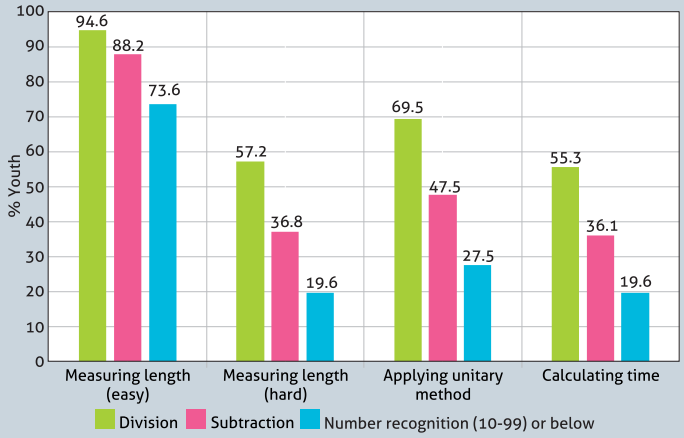


What is the length of the key? (easy)



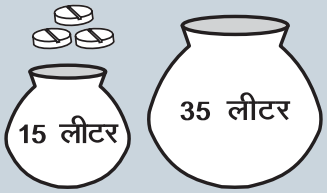
What is the length of the pencil? (hard)

Chart 9: % Youth who can do common calculations, by ASER arithmetic level

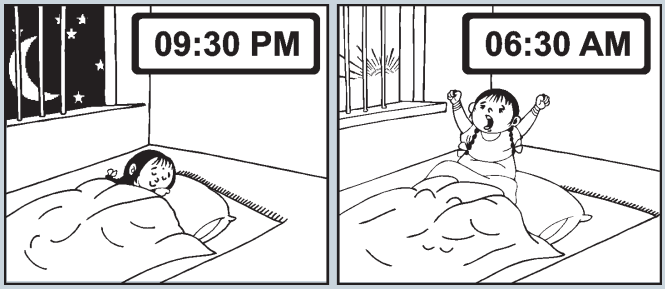


APPLYING UNITARY METHOD

If 3 chlorine tablets are needed to purify 15 litres of water, how many chlorine tablets are needed to purify 35 litres of water?



CALCULATING TIME



How many hours did this girl sleep?

Table 24: % Youth who can do common calculations, by current enrollment status

Task	Enrolled in Std XII or below	Enrolled in undergraduate or other	Not enrolled
Measuring length (easy)	88.7	94.1	66.0
Measuring length (hard)	41.7	60.1	19.0
Applying unitary method	52.7	66.4	28.1
Calculating time	40.5	54.4	20.6

Table 25: % Youth who can do common calculations, by years of schooling completed

Task	8 or more years of schooling completed	Less than 8 years of schooling completed
Measuring length (easy)	88.7	73.9
Measuring length (hard)	43.0	25.4
Applying unitary method	53.6	35.2
Calculating time	41.4	26.8

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

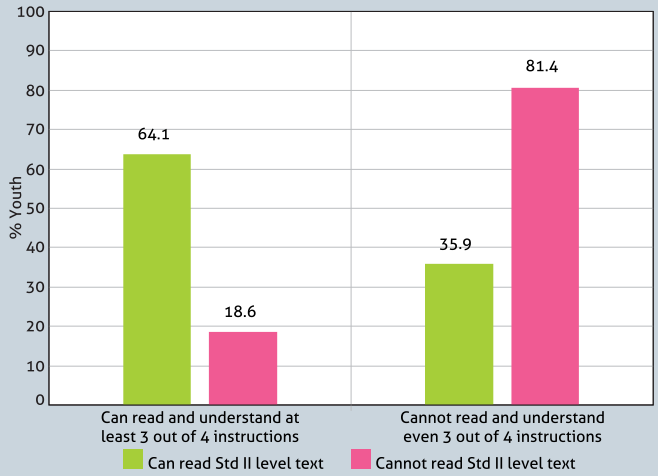
Table 26: % Youth who can read Std II level text on the ASER reading assessment, by gender

	All youth	Male	Female
Can read Std II level text	76.6	76.5	76.8
Cannot read Std II level text	23.4	23.6	23.2
Total	100	100	100

Table 27: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	53.5	57.5	49.9
Cannot read and understand even 3 out of 4 instructions	46.6	42.6	50.1
Total	100	100	100

Chart 10: % Youth who can read and understand written instructions, by ASER reading level



READING AND UNDERSTANDING WRITTEN INSTRUCTIONS

All youth were asked to read the instructions given on the O.R.S. packet shown below:

After reading, youth were asked the following 4 questions:

- How many packets of O.R.S. should be added to 2 litres of water?
- Within how many hours should the prepared solution of O.R.S. be consumed?
- How many litres of O.R.S. can be given to a 21-year old within a span of 24 hours?
- Based on the information given, can this packet of O.R.S. be consumed in December 2018?

Table 28: % Youth who can read and understand written instructions, by current enrollment status

	Enrolled in Std XII or below	Enrolled in undergraduate or other	Not enrolled
Can read and understand at least 3 out of 4 instructions	56.8	77.8	22.4
Cannot read and understand even 3 out of 4 instructions	43.2	22.2	77.6
Total	100	100	100

Table 29: % Youth who can read and understand written instructions, by years of schooling completed

	8 or more years of schooling completed	Less than 8 years of schooling completed
Can read and understand at least 3 out of 4 instructions	58.0	33.7
Cannot read and understand even 3 out of 4 instructions	42.0	66.3
Total	100	100

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

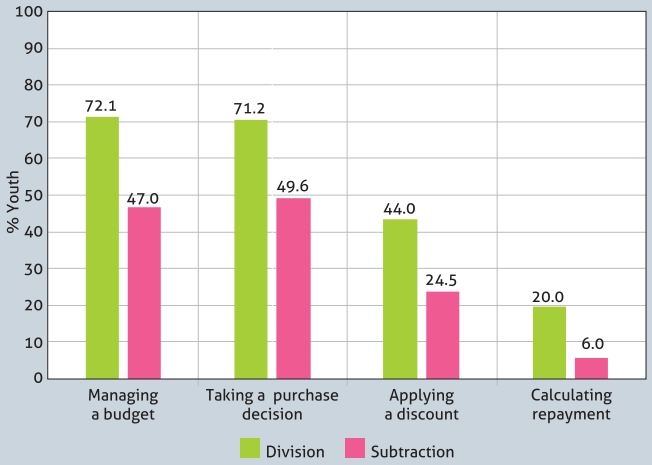
Table 30: % Youth who can do division on the ASER arithmetic assessment, by gender

	All youth	Male	Female
Can do division	43.1	47.1	39.5
Cannot do division	57.0	52.9	60.5
Total	100	100	100

Table 31: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	63.8	67.4	60.3
Taking a purchase decision	64.1	67.4	60.7
Applying a discount	37.7	46.7	28.7
Calculating repayment	15.4	18.7	12.1

Chart 11: % Youth who can do financial calculations, by ASER arithmetic level



MANAGING A BUDGET

You need to buy 3 different items for Rs 50. Which items can you buy?

TAKING A PURCHASE DECISION

From which shop will you buy all 5 books and for how much?

APPLYING A DISCOUNT

The price of this T-shirt is shown here. It is available at a discount of 10%. How much money would you need to buy this T-shirt?

CALCULATING REPAYMENT

Which bank to take a loan from? How much to repay at the end of one year for a loan of Rs. 20,000?

Table 32: % Youth who can do financial calculations, by current enrollment status

Task	Enrolled in Std XII or below	Enrolled in undergraduate or other	Not enrolled
Managing a budget	63.4	78.2	50.2
Taking a purchase decision	63.9	73.6	53.5
Applying a discount	37.0	52.5	27.1
Calculating repayment	15.3	20.6	10.2

Table 33: % Youth who can do financial calculations, by years of schooling completed

Task	8 or more years of schooling completed	Less than 8 years of schooling completed
Managing a budget	66.1	50.1
Taking a purchase decision	65.5	55.1
Applying a discount	39.7	25.3
Calculating repayment	16.2	10.3

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 34: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	86.3	89.4	83.6
Naming India's capital	64.1	69.1	59.7
Naming their own state	78.6	82.2	75.5
Identifying their own state on a map	42.0	48.7	36.2

MAP AND GENERAL KNOWLEDGE

The following 4 questions were asked to all youth:

- The map shown here is of which country?
- What is the name of our country's capital?
- Which state do you live in currently? Name that state.
- On the map, point to the state that you live in currently.

Table 35: % Youth who can do map and general knowledge tasks, by current enrollment status

Task	Enrolled in Std XII or below	Enrolled in undergraduate or other	Not enrolled
Recognizing the map of India	89.3	96.2	64.6
Naming India's capital	67.4	80.5	36.7
Naming their own state	82.0	93.2	51.9
Identifying their own state on a map	45.1	56.2	17.7

Table 36: % Youth who can do map and general knowledge tasks, by years of schooling completed

Task	8 or more years of schooling completed	Less than 8 years of schooling completed
Recognizing the map of India	89.9	71.1
Naming India's capital	68.1	46.8
Naming their own state	82.5	61.9
Identifying their own state on a map	45.9	25.3

Table 37: Digital use by youth age 14-18, by enrollment status (% youth)

	Frequency of usage	Enrolled in school/ college	Not enrolled	All youth
Mobile	Last week	72.9	70.6	72.6
	More than a week ago	10.1	7.9	9.8
	Never	17.0	21.5	17.6
	Total	100	100	100
Internet	Last week	30.0	16.1	28.0
	More than a week ago	8.7	6.2	8.3
	Never	61.4	77.7	63.7
	Total	100	100	100
Computer	Last week	28.2	9.0	25.5
	More than a week ago	16.3	7.8	15.1
	Never	55.5	83.1	59.3
	Total	100	100	100

Table 38: Media exposure of youth age 14-18, by enrollment status (% youth)

	Frequency of usage	Enrolled in school/ college	Not enrolled	All youth
Television	Last week	86.5	75.8	85.0
	More than a week ago	7.8	11.4	8.3
	Never	5.8	12.8	6.8
	Total	100	100	100
Radio	Last week	47.0	38.9	45.8
	More than a week ago	19.3	16.0	18.9
	Never	33.7	45.2	35.3
	Total	100	100	100
Newspaper	Last week	62.5	29.0	57.8
	More than a week ago	12.7	15.7	13.1
	Never	24.9	55.3	29.1
	Total	100	100	100

Chart 12: Financial participation of youth age 14-18, by gender (% youth)

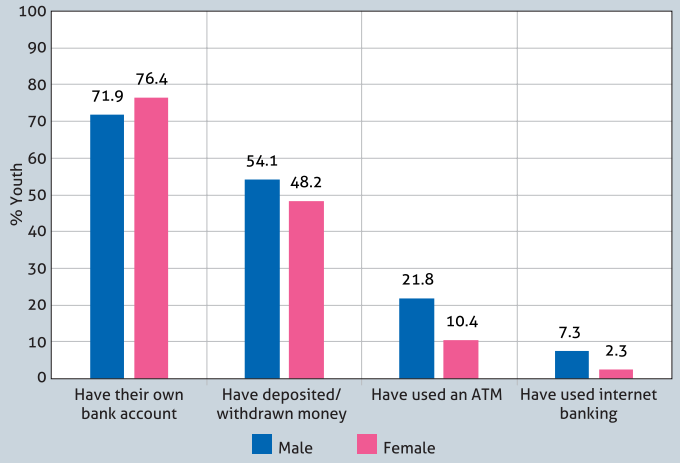


Table 39: Study aspirations of youth age 14-18, by reading ability (% youth)

	Can read Std II level text	Cannot read Std II level text	All youth
Don't know	6.8	13.2	8.3
Don't want to study further	2.4	10.8	4.4
Upto Std XII	14.9	34.8	19.5
Beyond Std XII	67.6	35.5	60.1
Other	8.3	5.7	7.7
Total	100	100	100

MORE ON ASPIRATIONS

- Youth aspirations are gendered, with most males mentioning 'Army/Police' (17.6%) and 'Engineer' (11.6%), while females preferred 'Teacher' (25.1%) and 'Doctor/Nurse' (18.1%).
- 'Any government job' was also frequently cited by both males (12.8%) and females (9.3%).
- Among those not currently enrolled in school/college, about one third could not name a specific occupation or profession that they aspired to.
- Just 1.2% of rural youth aspire to work in agriculture.
- Almost 40% youth reported having no role models for the occupation they aspire to. Few youth aspired to the same profession as their parents.

Note: Questions on aspirations were open-ended; options were not read out to the youth.

Table 40: Activity and awareness of youth age 14-18 years, by district

State: district	Enrollment status			% Youth taking vocational training or other courses	% Youth who worked for 15 or more days in the last month**	Digital use			Financial participation			
	% Youth					% Youth who have used the following in the last week			% Youth who			
	Enrolled in Std XII or below	Enrolled in UG* or other	Not enrolled			Mobile	Internet	Computer	Have their own bank account	Have deposited/ withdrawn money	Have used an ATM	Have used internet banking
Andhra Pradesh: Srikakulam	78.9	13.9	7.2	5.6	40.6	84.6	29.8	24.8	68.2	52.4	31.4	6.8
Assam: Kamrup	87.2	5.6	7.2	7.2	33.8	68.8	25.1	23.2	40.9	26.5	15.1	3.9
Bihar: Muzaffarpur	87.5	2.2	10.3	5.8	52.4	84.2	26.3	20.4	80.3	55.4	17.0	5.4
Chhattisgarh: Dhamtari	79.7	3.2	17.2	1.6	25.4	70.6	20.7	33.9	94.9	66.5	11.3	2.8
Gujarat: Mehsana	72.8	6.9	20.3	3.1	54.5	55.8	35.3	39.0	94.4	69.2	13.1	7.4
Haryana: Sonipat	83.6	7.5	8.9	4.4	42.3	76.0	41.0	33.1	61.1	38.2	12.8	6.5
Himachal Pradesh: Kangra	80.1	12.1	7.8	5.5	40.4	74.2	55.8	47.5	80.7	43.1	19.4	8.6
Jammu and Kashmir: Budgam	86.2	3.5	10.4	3.7	47.5	56.8	32.1	20.1	87.8	60.1	22.1	5.9
Jharkhand: Purbi Singhbhum	73.3	5.7	21.0	6.7	52.1	73.1	21.7	22.7	83.6	62.5	9.2	2.2
Karnataka: Mysuru	75.1	6.6	18.3	1.6	48.5	66.5	18.1	16.5	90.5	56.0	16.9	1.5
Kerala: Ernakulam	89.6	9.0	1.4	2.9	23.6	92.0	69.8	60.0	75.5	34.9	33.3	10.4
Madhya Pradesh: Bhopal	63.4	5.1	31.5	2.7	44.3	67.7	28.5	16.8	76.9	56.1	14.3	4.6
Madhya Pradesh: Rewa	68.3	3.6	28.1	1.1	46.9	74.2	16.9	6.1	66.7	45.8	10.7	2.0
Maharashtra: Ahmednagar	90.7	5.0	4.3	6.1	55.2	74.9	41.3	38.4	54.4	34.7	18.2	4.1
Maharashtra: Satara	87.6	6.4	6.0	6.2	49.0	79.9	41.7	39.1	70.7	51.7	18.9	4.9
Manipur: Bishnupur	86.6	6.0	7.5	3.5	45.1	52.7	34.9	21.1	33.7	25.5	18.8	6.4
Meghalaya: Jaintia Hills	78.1	0.0	22.0	0.9	41.5	29.9	11.4	6.4	15.7	11.3	2.7	1.9
Nagaland: Kohima	90.9	1.6	7.5	2.4	27.2	45.1	33.2	32.6	50.4	23.2	15.3	2.5
Odisha: Khordha	73.9	10.7	15.4	5.1	25.7	65.0	28.7	31.8	88.4	60.6	19.4	7.8
Punjab: Amritsar	86.6	3.8	9.6	4.5	33.7	75.8	57.8	44.8	71.1	42.0	16.3	5.8
Punjab: Bathinda	81.6	7.3	11.2	5.2	46.9	71.7	53.0	62.5	89.6	57.6	14.0	6.5
Rajasthan: Udaipur	73.5	3.8	22.7	3.2	64.3	65.8	19.1	14.2	68.7	44.4	10.2	3.0
Tamil Nadu: Madurai	74.7	16.3	8.9	3.9	15.8	95.3	34.7	63.0	82.2	60.0	41.2	6.3
Telangana: Nizamabad	75.4	7.4	17.2	7.3	28.1	70.3	35.9	21.0	69.4	44.0	20.2	6.3
Uttar Pradesh: Bijnor	64.4	7.0	28.7	1.9	38.9	73.2	18.6	17.1	62.3	37.5	6.8	2.4
Uttar Pradesh: Varanasi	82.4	5.0	12.7	5.2	51.7	73.5	23.0	20.7	55.3	39.9	11.3	3.3
Uttarakhand: Dehradun	84.4	6.8	8.8	5.1	32.6	73.3	50.5	35.1	66.3	48.3	21.9	10.6
West Bengal: South 24 Parganas	83.6	5.4	11.0	11.0	24.0	65.5	17.1	21.2	88.4	69.6	9.6	3.2
All districts* **	**79.5**	**6.1**	**14.4**	**5.3**	**41.6**	**72.6**	**28.0**	**25.5**	**74.3**	**51.0**	**15.7**	**4.6**

* UG= Undergraduate
** Excluding household work
*** Does not include data for Satara (Maharashtra) and Amritsar (Punjab). See the sampling note for more information.

Table 41a: Ability of youth age 14-18 years, by district

State: district	Basic ASER assessment			Daily tasks				Common calculations			
				% youth who could do the following tasks correctly				% youth who could do the following tasks correctly			
	% Youth who could read Std II level text	% Youth who could do division	% Youth who could read English sentences	Counting money	Adding weights	Telling time (hour)	Telling time (hour and minutes)	Measuring length (easy)	Measuring length (hard)	Applying unitary method	Calculating time
Andhra Pradesh: Srikakulam	81.6	59.3	75.9	89.7	61.9	86.7	74.9	92.0	53.5	60.0	50.4
Assam: Kamrup	72.0	26.8	64.6	73.6	54.7	82.2	49.7	88.4	43.2	45.5	32.2
Bihar: Muzaffarpur	77.8	65.6	55.9	82.5	66.3	74.8	56.6	84.8	44.5	56.2	44.5
Chhattisgarh: Dhamtari	85.4	36.5	59.1	74.3	47.0	87.4	56.0	93.0	34.3	44.0	33.4
Gujarat: Mehsana	91.5	45.8	64.3	76.1	63.8	89.3	66.8	76.6	47.9	54.9	46.1
Haryana: Sonipat	87.6	62.7	78.0	77.9	64.7	90.3	61.6	91.7	39.9	56.3	45.8
Himachal Pradesh: Kangra	90.0	58.4	82.6	80.1	55.8	87.0	64.2	91.1	35.4	51.9	43.2
Jammu and Kashmir: Budgam	70.0	44.1	82.4	84.0	67.1	90.5	86.4	87.0	63.2	67.7	62.7
Jharkhand: Purbi Singhbhum	67.2	44.3	46.1	72.2	47.2	85.0	53.1	88.5	27.4	35.5	31.0
Karnataka: Mysuru	72.9	32.7	55.7	82.9	54.8	88.3	67.6	90.6	46.3	46.6	36.8
Kerala: Ernakulam	93.0	67.1	94.9	92.4	67.4	98.0	80.7	98.4	73.4	62.2	65.3
Madhya Pradesh: Bhopal	63.4	33.0	39.5	63.5	47.6	77.6	50.2	83.8	24.7	45.7	29.7
Madhya Pradesh: Rewa	59.2	37.2	30.3	61.3	42.2	59.6	32.1	75.5	19.7	36.8	25.7
Maharashtra: Ahmednagar	86.0	34.0	67.1	75.7	60.3	87.9	73.1	91.4	50.4	58.7	43.3
Maharashtra: Satara	87.6	39.1	73.4	80.8	60.8	89.2	79.1	93.5	49.7	57.6	39.0
Manipur: Bishnupur	64.4	43.0	76.8	83.7	51.2	91.4	59.0	89.8	50.1	38.0	34.5
Meghalaya: Jaintia Hills	55.6	12.4	63.2	76.2	29.2	82.3	30.2	79.4	24.4	26.6	29.3
Nagaland: Kohima	76.9	30.4	88.2	77.2	42.6	85.8	48.7	84.2	32.0	37.5	30.5
Odisha: Khordha	85.5	43.5	68.9	76.1	56.7	90.3	74.1	89.2	46.8	51.6	40.2
Punjab: Amritsar	84.5	43.4	74.1	74.5	46.3	88.3	64.2	85.7	39.9	46.2	37.0
Punjab: Bathinda	91.7	58.3	82.5	78.1	59.7	90.7	68.3	94.9	45.4	57.4	41.2
Rajasthan: Udaipur	71.0	35.3	38.0	65.0	49.8	83.1	48.6	78.6	34.7	43.3	32.6
Tamil Nadu: Madurai	83.7	47.0	74.6	88.7	57.0	90.3	67.2	94.9	45.9	57.0	46.9
Telangana: Nizamabad	76.0	39.6	70.4	78.4	47.0	81.7	50.0	89.1	43.4	49.2	39.6
Uttar Pradesh: Bijnor	71.7	34.7	44.0	62.7	43.0	77.2	50.0	75.8	25.8	41.7	28.3
Uttar Pradesh: Varanasi	76.4	37.4	49.6	72.2	54.1	77.1	50.2	87.1	27.7	45.7	27.1
Uttarakhand: Dehradun	85.2	50.7	72.8	76.5	50.2	82.9	57.4	88.5	38.8	44.7	40.7
West Bengal: South 24 Parganas	71.7	30.9	50.9	74.3	58.1	87.7	64.7	85.4	35.6	50.9	35.7
All districts*	**76.6**	**43.1**	**58.2**	**75.7**	**55.7**	**82.7**	**59.3**	**85.9**	**39.7**	**50.2**	**38.6**

* Does not include data for Satara (Maharashtra) and Amritsar (Punjab). See the sampling note for more information.

Table 41b: Ability of youth age 14-18 years, by district

State: district	% youth who could read and understand at least 3 out of 4 written instructions	Financial calculations				Map and general knowledge			
		% Youth who could do the following tasks correctly				% Youth who could do the following tasks correctly			
		Managing a budget	Taking a purchase decision	Applying a discount	Calculating repayment	Recognizing the map of India	Naming India's capital	Naming their own state	Identifying their own state on a map
Andhra Pradesh: Srikakulam	69.9	76.3	66.2	43.2	22.5	96.3	63.7	84.7	65.3
Assam: Kamrup	48.7	62.0	59.4	36.6	10.2	78.8	52.4	75.5	55.8
Bihar: Muzaffarpur	50.2	63.2	68.3	44.2	19.1	82.1	72.8	88.3	17.0
Chhattisgarh: Dhamtari	60.1	63.5	63.9	26.0	10.5	95.1	64.8	86.6	74.2
Gujarat: Mehsana	62.4	65.6	76.4	42.0	29.1	86.4	70.0	82.0	64.1
Haryana: Sonipat	66.7	64.9	73.6	41.2	13.7	93.9	64.7	84.9	51.7
Himachal Pradesh: Kangra	69.4	73.8	69.1	30.5	13.6	96.0	76.5	87.5	58.1
Jammu and Kashmir: Budgam	54.0	70.6	67.1	55.8	29.2	82.2	56.9	78.2	65.6
Jharkhand: Purbi Singhbhum	41.3	54.0	53.6	20.2	8.3	86.4	57.9	79.1	36.2
Karnataka: Mysuru	49.2	61.8	57.9	37.3	11.7	96.0	70.8	90.3	82.4
Kerala: Ernakulam	90.3	86.6	84.5	51.2	36.4	99.0	82.1	96.7	94.7
Madhya Pradesh: Bhopal	43.5	58.2	59.2	31.1	14.4	81.1	65.0	63.3	40.2
Madhya Pradesh: Rewa	31.9	53.4	60.2	29.7	9.8	74.2	55.8	61.0	23.7
Maharashtra: Ahmednagar	61.7	69.3	59.1	40.2	13.3	90.8	57.3	78.1	46.1
Maharashtra: Satara	67.3	66.1	66.4	38.4	12.1	95.0	63.2	81.3	55.3
Manipur: Bishnupur	47.4	69.6	53.6	26.5	12.7	91.2	72.3	86.5	67.6
Meghalaya: Jaintia Hills	45.0	66.6	51.3	6.9	2.4	82.5	39.1	73.8	41.9
Nagaland: Kohima	46.2	59.1	51.3	19.6	3.0	94.0	60.6	77.5	55.8
Odisha: Khordha	53.5	65.3	62.0	37.3	13.0	86.5	63.7	82.0	45.8
Punjab: Amritsar	49.6	56.4	58.1	34.0	18.0	79.0	56.0	70.3	32.7
Punjab: Bathinda	66.9	57.5	70.5	31.7	7.2	90.3	68.5	84.9	44.7
Rajasthan: Udaipur	38.0	50.1	55.0	26.0	11.4	81.5	68.6	78.6	48.9
Tamil Nadu: Madurai	72.0	79.8	71.4	37.6	16.3	93.8	68.9	79.0	58.8
Telangana: Nizamabad	57.6	67.7	67.6	33.8	7.8	96.2	54.2	87.0	73.2
Uttar Pradesh: Bijnor	37.6	51.0	53.4	31.4	9.4	82.0	66.7	68.5	13.9
Uttar Pradesh: Varanasi	47.2	57.6	62.7	33.1	14.7	91.0	74.4	79.6	19.1
Uttarakhand: Dehradun	63.8	67.9	69.9	38.0	17.3	95.6	84.6	88.5	38.5
West Bengal: South 24 Parganas	55.9	59.9	59.7	40.9	13.5	80.4	52.0	67.0	26.5
All districts*	**53.5**	**63.8**	**64.1**	**37.7**	**15.4**	**86.3**	**64.1**	**78.6**	**42.0**

* Does not include data for Satara (Maharashtra) and Amritsar (Punjab). See the sampling note for more information.

Portraits of youth: Rahul

Rahul is 18 years old and a 1st year BSc student. He started working in a gutka shop when he was 13 years old, earning Rs. 16 per month. In these five years he has grown this small enterprise to a big shop with a tea stall, while continuing to study at the same time. What he missed during those years was playing and catching up with friends.

Since Std VI he has earned his own living, but he says that the best part of his life is the support that he receives from his parents and four elder siblings. Village life seems pretty good, but he feels that things would have been better if more facilities were available nearby. There is only one government school in the village which is only up to Std VIII, as well as a private school and a coaching centre whose fees he cannot afford. After Std VIII he had to shift to another government school for which he had to travel 5-7 kms every day. Now in college, he travels 17-18 km daily. But despite the distance, he doesn't miss an opportunity to be at college. He feels that it is the only way to get exposure to the world outside and figure out what he wants to do with his life. He is a member of the NSS in his college and is also preparing for SSC exams on his own. He looks forward to joining the army some day.

Survey was conducted with 1,047 youth in 954 households in 60 villages.

State indicators

- Total population: 49,386,799
- % Rural population: 70.4%
- % Urban population: 29.6%
- Literacy rate: 67.4%

District indicators

- District population as % of state: 5.5%
- % Rural population: 83.8%
- % Urban population: 16.2%
- Literacy rate: 61.7%

Source: Census 2011. State boundaries demarcated as per Census 2011 districts.

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	78.9	13.9	7.2	100
14-18 Male	80.6	12.6	6.8	100
14-18 Female	77.4	15.0	7.6	100
14-16 All youth	96.6	0.4	3.0	100
14-16 Male	97.2	0.7	2.1	100
14-16 Female	96.1	0.0	3.9	100
17-18 All youth	47.5	37.9	14.6	100
17-18 Male	48.9	35.5	15.7	100
17-18 Female	46.4	39.9	13.7	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	85.1	85.3	84.9
	Less than 8 years	7.8	8.2	7.5
Not enrolled	8 or more years	5.6	5.2	5.9
	Less than 8 years	1.5	1.4	1.7
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	2.7	97.3	100
17-18	10.6	89.4	100
All youth	5.6	94.4	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	37.6	62.4	100
17-18	45.8	54.2	100
All youth	40.6	59.4	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	84.6	87.8	81.7
	Never	10.4	7.6	12.8
Internet	Last week	29.8	45.6	16.0
	Never	64.4	47.7	79.0
Computer	Last week	24.8	27.6	22.4
	Never	63.3	58.5	67.5

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	68.2	67.3	68.9
Have deposited/withdrawn money	52.4	59.1	46.6
Have used an ATM	31.4	42.0	22.1
Have used internet banking	6.8	10.7	3.3

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	81.6	80.8	82.4
Std I level text	8.8	9.2	8.4
Word or below	9.6	10.0	9.3
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	59.3	59.1	59.4
Subtraction	22.4	23.0	21.9
Number recognition (10-99) or below	18.4	17.9	18.7
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	75.9	76.6	75.3
Word	15.4	13.7	16.9
Small letter or below	8.7	9.8	7.8
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	69.9	73.1	67.2
Cannot read and understand even 3 out of 4 instructions	30.1	26.9	32.8
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	89.7	90.5	88.9
Adding weights	61.9	70.1	54.8
Telling time (hour)	86.7	87.4	86.2
Telling time (hour and minutes)	74.9	80.0	70.5

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	76.3	77.8	75.0
Taking a purchase decision	66.2	64.8	67.5
Applying a discount	43.2	51.6	35.6
Calculating repayment	22.5	25.4	19.8

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	92.0	93.0	91.2
Measuring length (hard)	53.5	58.2	49.3
Applying unitary method	60.0	65.3	55.4
Calculating time	50.4	51.3	49.6

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	96.3	97.2	95.4
Naming India's capital	63.7	69.7	58.4
Naming their own state	84.7	87.4	82.3
Identifying their own state on a map	65.3	71.0	60.3

Survey was conducted with 967 youth in 874 households in 60 villages.

State indicators

- Total population: 31,205,576
- % Rural population: 85.9%
- % Urban population: 14.1%
- Literacy rate: 72.2%

District indicators

- District population as % of state: 4.9%
- % Rural population: 90.6%
- % Urban population: 9.4%
- Literacy rate: 75.6%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	87.2	5.6	7.2	100
14-18 Male	88.0	6.2	5.8	100
14-18 Female	86.4	5.1	8.5	100
14-16 All youth	94.3	0.0	5.8	100
14-16 Male	94.9	0.0	5.1	100
14-16 Female	93.6	0.0	6.4	100
17-18 All youth	74.9	15.4	9.7	100
17-18 Male	75.9	17.0	7.1	100
17-18 Female	73.9	13.9	12.2	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	73.3	72.1	74.5
	Less than 8 years	19.5	22.1	17.0
Not enrolled	8 or more years	4.2	3.4	5.0
	Less than 8 years	3.0	2.4	3.6
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	2.8	97.3	100
17-18	14.9	85.1	100
All youth	7.2	92.9	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	33.8	66.2	100
17-18	33.9	66.1	100
All youth	33.8	66.2	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	68.8	75.1	62.8
	Never	16.7	13.8	19.6
Internet	Last week	25.1	34.4	15.9
	Never	64.6	56.4	72.7
Computer	Last week	23.2	25.9	20.5
	Never	53.2	48.3	57.9

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	40.9	40.2	41.5
Have deposited/withdrawn money	26.5	30.8	22.3
Have used an ATM	15.1	20.5	9.8
Have used internet banking	3.9	5.2	2.6

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	72.0	74.2	70.0
Std I level text	12.1	13.0	11.2
Word or below	15.9	12.8	18.8
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	26.8	34.1	19.8
Subtraction	32.9	33.3	32.5
Number recognition (10-99) or below	40.3	32.6	47.7
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	64.6	68.6	60.7
Word	14.5	12.4	16.5
Small letter or below	21.0	19.0	22.8
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	48.7	55.3	42.3
Cannot read and understand even 3 out of 4 instructions	51.3	44.7	57.7
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	73.6	82.3	65.3
Adding weights	54.7	70.8	39.2
Telling time (hour)	82.2	86.4	78.1
Telling time (hour and minutes)	49.7	57.4	42.2

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	62.0	64.0	59.4
Taking a purchase decision	59.4	64.0	53.6
Applying a discount	36.6	43.6	27.8
Calculating repayment	10.2	14.1	5.1

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	88.4	91.3	85.7
Measuring length (hard)	43.2	49.9	36.9
Applying unitary method	45.5	54.2	37.1
Calculating time	32.2	40.9	23.8

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	78.8	86.2	71.6
Naming India's capital	52.4	60.1	45.0
Naming their own state	75.5	80.2	71.0
Identifying their own state on a map	55.8	66.3	45.4

Survey was conducted with 1,158 youth in 962 households in 60 villages.

State indicators

- Total population: 104,099,452
- % Rural population: 88.7%
- % Urban population: 11.3%
- Literacy rate: 61.8%

District indicators

- District population as % of state: 4.6%
- % Rural population: 90.1%
- % Urban population: 9.9%
- Literacy rate: 63.4%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	87.5	2.2	10.3	100
14-18 Male	88.5	1.4	10.1	100
14-18 Female	86.7	2.9	10.5	100
14-16 All youth	93.6	0.0	6.4	100
14-16 Male	95.7	0.0	4.3	100
14-16 Female	91.7	0.0	8.3	100
17-18 All youth	75.9	6.4	17.7	100
17-18 Male	75.6	4.0	20.4	100
17-18 Female	76.3	8.7	15.0	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	69.1	69.9	68.4
	Less than 8 years	20.7	20.1	21.2
Not enrolled	8 or more years	5.9	5.7	6.1
	Less than 8 years	4.3	4.3	4.2
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	4.2	95.9	100
17-18	9.1	90.9	100
All youth	5.8	94.2	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	51.7	48.3	100
17-18	53.8	46.2	100
All youth	52.4	47.6	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	84.2	87.0	81.8
	Never	8.6	5.6	11.2
Internet	Last week	26.3	39.2	14.9
	Never	67.5	53.8	79.7
Computer	Last week	20.4	28.9	12.9
	Never	72.7	63.3	81.0

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	80.3	80.1	80.5
Have deposited/withdrawn money	55.4	61.8	49.8
Have used an ATM	17.0	21.8	12.8
Have used internet banking	5.4	8.8	2.4

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	77.8	80.9	75.1
Std I level text	8.9	8.1	9.5
Word or below	13.4	11.0	15.4
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	65.6	72.9	59.2
Subtraction	17.2	15.9	18.3
Number recognition (10-99) or below	17.2	11.2	22.5
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	55.9	62.3	50.4
Word	25.6	23.3	27.5
Small letter or below	18.5	14.4	22.1
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	50.2	55.3	45.8
Cannot read and understand even 3 out of 4 instructions	49.8	44.8	54.2
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	82.5	90.0	76.0
Adding weights	66.3	78.6	55.6
Telling time (hour)	74.8	81.4	69.1
Telling time (hour and minutes)	56.6	73.0	42.2

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	63.2	67.2	59.3
Taking a purchase decision	68.3	73.0	63.5
Applying a discount	44.2	54.4	34.0
Calculating repayment	19.1	23.2	15.0

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	84.8	89.5	80.6
Measuring length (hard)	44.5	52.9	37.1
Applying unitary method	56.2	67.7	46.1
Calculating time	44.5	55.2	35.1

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	82.1	85.9	78.7
Naming India's capital	72.8	76.9	69.2
Naming their own state	88.3	90.4	86.4
Identifying their own state on a map	17.0	22.0	12.6

Survey was conducted with 1,198 youth in 956 households in 60 villages.

State indicators

- Total population: 25,545,198
- % Rural population: 76.8%
- % Urban population: 23.2%
- Literacy rate: 70.3%

District indicators

- District population as % of state: 3.1%
- % Rural population: 81.3%
- % Urban population: 18.7%
- Literacy rate: 78.4%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	79.7	3.2	17.2	100
14-18 Male	80.2	1.4	18.5	100
14-18 Female	79.4	4.7	15.9	100
14-16 All youth	90.7	0.0	9.3	100
14-16 Male	89.7	0.0	10.3	100
14-16 Female	91.5	0.0	8.5	100
17-18 All youth	62.3	8.2	29.6	100
17-18 Male	67.4	3.3	29.4	100
17-18 Female	57.3	13.2	29.4	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	77.8	75.9	79.3
	Less than 8 years	5.2	5.6	4.8
Not enrolled	8 or more years	15.6	16.3	15.0
	Less than 8 years	1.5	2.2	0.9
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	0.8	99.2	100
17-18	2.9	97.1	100
All youth	1.6	98.4	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	18.3	81.7	100
17-18	36.6	63.4	100
All youth	25.4	74.6	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	70.6	77.1	65.0
	Never	15.2	10.9	18.8
Internet	Last week	20.8	34.4	9.0
	Never	69.4	53.1	83.4
Computer	Last week	33.9	34.4	33.4
	Never	37.8	38.0	37.7

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	94.9	93.4	96.2
Have deposited/withdrawn money	66.6	67.3	66.0
Have used an ATM	11.3	16.5	6.8
Have used internet banking	2.8	4.9	1.1

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	85.5	80.4	89.8
Std I level text	7.1	10.1	4.6
Word or below	7.5	9.5	5.7
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	36.6	36.1	37.0
Subtraction	25.8	24.1	27.3
Number recognition (10-99) or below	37.6	39.9	35.7
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	59.2	58.8	59.5
Word	13.7	12.2	15.0
Small letter or below	27.1	29.0	25.5
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	60.1	62.3	58.3
Cannot read and understand even 3 out of 4 instructions	39.9	37.7	41.7
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	74.4	82.5	67.4
Adding weights	47.1	61.3	34.9
Telling time (hour)	87.4	89.2	85.8
Telling time (hour and minutes)	56.0	58.8	53.6

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	63.5	67.2	60.5
Taking a purchase decision	63.9	69.4	59.5
Applying a discount	26.0	39.9	15.0
Calculating repayment	10.5	13.8	7.9

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	93.0	95.9	90.4
Measuring length (hard)	34.3	41.1	28.5
Applying unitary method	43.9	52.7	36.5
Calculating time	33.4	36.5	30.8

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	95.1	95.8	94.4
Naming India's capital	64.8	68.0	62.1
Naming their own state	86.6	86.6	86.6
Identifying their own state on a map	74.3	79.9	69.5

Survey was conducted with 1,124 youth in 962 households in 60 villages.

State indicators

- Total population: 60,439,692
- % Rural population: 57.4%
- % Urban population: 42.6%
- Literacy rate: 78%

District indicators

- District population as % of state: 3.4%
- % Rural population: 74.7%
- % Urban population: 25.3%
- Literacy rate: 83.6%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	72.8	6.9	20.3	100
14-18 Male	74.8	7.4	17.9	100
14-18 Female	71.1	6.5	22.4	100
14-16 All youth	88.8	1.0	10.3	100
14-16 Male	90.5	2.2	7.4	100
14-16 Female	87.3	0.0	12.7	100
17-18 All youth	46.7	16.5	36.7	100
17-18 Male	49.8	15.6	34.6	100
17-18 Female	44.0	17.4	38.7	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	68.2	70.1	66.5
	Less than 8 years	11.6	12.0	11.3
Not enrolled	8 or more years	17.6	16.2	18.7
	Less than 8 years	2.7	1.6	3.6
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	2.4	97.6	100
17-18	4.2	95.8	100
All youth	3.1	96.9	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	53.1	46.9	100
17-18	56.8	43.2	100
All youth	54.5	45.5	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	55.8	66.5	46.7
	Never	38.1	26.8	47.8
Internet	Last week	35.3	50.0	22.8
	Never	59.2	42.4	73.5
Computer	Last week	39.0	43.4	35.3
	Never	50.5	44.8	55.4

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	94.4	93.7	95.0
Have deposited/withdrawn money	69.2	74.1	65.0
Have used an ATM	13.1	19.1	8.0
Have used internet banking	7.4	10.3	4.9

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	91.5	91.0	91.9
Std I level text	4.1	4.9	3.4
Word or below	4.5	4.1	4.8
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	45.8	48.5	43.6
Subtraction	25.9	24.1	27.4
Number recognition (10-99) or below	28.3	27.5	29.0
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	64.3	62.0	66.2
Word	17.8	19.0	16.7
Small letter or below	18.0	19.0	17.1
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	62.4	66.3	59.1
Cannot read and understand even 3 out of 4 instructions	37.6	33.7	40.9
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	76.1	82.3	70.8
Adding weights	63.8	72.8	56.1
Telling time (hour)	89.3	90.7	88.1
Telling time (hour and minutes)	66.8	71.8	62.5

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	65.6	72.6	59.5
Taking a purchase decision	76.4	80.1	73.3
Applying a discount	42.0	53.0	32.6
Calculating repayment	29.1	30.4	28.1

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	76.6	81.8	72.2
Measuring length (hard)	47.9	54.6	42.3
Applying unitary method	54.9	62.9	48.2
Calculating time	46.1	47.8	44.7

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	86.4	88.0	85.1
Naming India's capital	70.0	74.9	65.9
Naming their own state	82.0	84.4	79.9
Identifying their own state on a map	64.1	69.6	59.4

Survey was conducted with 1,213 youth in 933 households in 60 villages.

State indicators

- Total population: 25,351,462
- % Rural population: 65.1%
- % Urban population: 34.9%
- Literacy rate: 75.6%

District indicators

- District population as % of state: 5.7%
- % Rural population: 68.7%
- % Urban population: 31.3%
- Literacy rate: 79.1%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	83.6	7.5	8.9	100
14-18 Male	86.2	6.2	7.6	100
14-18 Female	81.0	8.8	10.2	100
14-16 All youth	96.3	0.5	3.3	100
14-16 Male	96.7	0.2	3.1	100
14-16 Female	95.8	0.8	3.5	100
17-18 All youth	63.0	18.9	18.1	100
17-18 Male	69.7	15.5	14.7	100
17-18 Female	56.0	22.4	21.6	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	80.9	79.0	82.8
	Less than 8 years	10.2	13.4	7.1
Not enrolled	8 or more years	7.9	6.4	9.3
	Less than 8 years	1.0	1.2	0.9
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	1.5	98.5	100
17-18	9.0	91.0	100
All youth	4.4	95.6	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	36.5	63.5	100
17-18	51.7	48.3	100
All youth	42.3	57.7	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	76.0	81.1	71.2
	Never	11.5	8.3	14.6
Internet	Last week	40.9	51.0	31.3
	Never	44.5	29.9	58.4
Computer	Last week	33.0	36.9	29.4
	Never	38.4	29.9	46.5

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	61.1	55.5	66.4
Have deposited/withdrawn money	38.1	42.0	34.4
Have used an ATM	12.7	20.9	4.9
Have used internet banking	6.5	9.9	3.1

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	87.6	86.0	89.1
Std I level text	7.7	8.0	7.4
Word or below	4.8	6.0	3.6
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	62.7	64.3	61.1
Subtraction	17.6	16.9	18.2
Number recognition (10-99) or below	19.8	18.8	20.7
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	78.0	79.0	77.1
Word	11.4	11.8	11.1
Small letter or below	10.6	9.3	11.9
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	66.7	72.0	61.6
Cannot read and understand even 3 out of 4 instructions	33.3	28.0	38.4
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	77.9	86.0	70.2
Adding weights	64.7	78.2	51.7
Telling time (hour)	90.3	92.6	88.2
Telling time (hour and minutes)	61.5	65.8	57.5

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	64.9	69.4	60.3
Taking a purchase decision	73.5	77.3	69.8
Applying a discount	41.2	49.0	33.4
Calculating repayment	13.6	15.0	12.2

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	91.6	93.3	90.0
Measuring length (hard)	39.8	47.7	32.2
Applying unitary method	56.3	62.7	50.2
Calculating time	45.8	48.4	43.3

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	93.9	95.8	92.0
Naming India's capital	64.6	71.4	58.2
Naming their own state	84.9	88.6	81.4
Identifying their own state on a map	51.6	58.7	44.8

Survey was conducted with 1,100 youth in 891 households in 60 villages.

State indicators

- Total population: 6,864,602
- % Rural population: 90%
- % Urban population: 10%
- Literacy rate: 82.8%

District indicators

- District population as % of state: 22%
- % Rural population: 94.3%
- % Urban population: 5.7%
- Literacy rate: 85.7%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	80.1	12.1	7.8	100
14-18 Male	82.2	9.2	8.6	100
14-18 Female	78.2	14.7	7.1	100
14-16 All youth	96.2	1.0	2.8	100
14-16 Male	95.5	0.5	4.1	100
14-16 Female	97.0	1.6	1.4	100
17-18 All youth	52.5	31.1	16.4	100
17-18 Male	55.0	27.1	17.9	100
17-18 Female	50.7	34.0	15.3	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	88.5	87.4	89.5
	Less than 8 years	3.9	4.0	3.8
Not enrolled	8 or more years	7.5	8.4	6.6
	Less than 8 years	0.2	0.2	0.2
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	1.8	98.2	100
17-18	11.7	88.3	100
All youth	5.5	94.5	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	36.4	63.6	100
17-18	47.1	52.9	100
All youth	40.4	59.6	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	74.1	84.3	65.0
	Never	12.2	7.0	16.9
Internet	Last week	55.8	72.1	41.0
	Never	30.7	15.4	44.5
Computer	Last week	47.5	51.8	43.7
	Never	26.4	20.2	32.0

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	80.7	72.1	88.5
Have deposited/withdrawn money	43.1	46.9	39.7
Have used an ATM	19.4	26.5	13.0
Have used internet banking	8.6	14.2	3.5

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	90.0	89.2	90.7
Std I level text	6.4	7.0	5.8
Word or below	3.6	3.8	3.5
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	58.3	60.6	56.2
Subtraction	23.3	22.6	24.0
Number recognition (10-99) or below	18.3	16.8	19.7
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	82.6	83.2	82.0
Word	11.0	11.6	10.4
Small letter or below	6.5	5.2	7.6
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	69.4	70.2	68.8
Cannot read and understand even 3 out of 4 instructions	30.6	29.8	31.2
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	80.1	85.1	75.5
Adding weights	55.8	73.3	40.0
Telling time (hour)	87.0	89.5	84.7
Telling time (hour and minutes)	64.3	65.2	63.4

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	73.9	77.5	70.5
Taking a purchase decision	69.0	71.9	66.3
Applying a discount	30.5	39.5	21.9
Calculating repayment	13.6	15.3	12.0

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	91.1	92.7	89.7
Measuring length (hard)	35.4	41.9	29.4
Applying unitary method	51.9	60.3	44.3
Calculating time	43.2	46.9	40.0

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	95.9	96.1	95.8
Naming India's capital	76.5	79.1	74.1
Naming their own state	87.4	86.9	87.9
Identifying their own state on a map	58.0	63.6	53.0

Survey was conducted with 1,154 youth in 936 households in 60 villages.

State indicators

- Total population: 12,541,302
- % Rural population: 72.6%
- % Urban population: 27.4%
- Literacy rate: 67.2%

District indicators

- District population as % of state: 6%
- % Rural population: 87%
- % Urban population: 13%
- Literacy rate: 56.1%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	86.2	3.5	10.4	100
14-18 Male	90.3	3.6	6.0	100
14-18 Female	82.9	3.3	13.8	100
14-16 All youth	94.1	0.0	5.9	100
14-16 Male	96.2	0.0	3.8	100
14-16 Female	92.4	0.0	7.6	100
17-18 All youth	76.0	7.9	16.1	100
17-18 Male	82.3	8.6	9.1	100
17-18 Female	71.4	7.4	21.3	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	74.2	75.4	73.2
	Less than 8 years	15.4	18.5	13.0
Not enrolled	8 or more years	7.4	4.0	10.1
	Less than 8 years	3.0	2.0	3.7
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	1.8	98.2	100
17-18	6.0	94.0	100
All youth	3.7	96.4	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	42.4	57.6	100
17-18	54.1	45.9	100
All youth	47.5	52.5	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	56.8	75.4	42.3
	Never	34.1	17.9	46.7
Internet	Last week	32.1	50.4	17.9
	Never	63.0	44.4	77.5
Computer	Last week	20.1	26.7	15.0
	Never	71.8	64.4	77.6

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	87.8	85.0	89.9
Have deposited/withdrawn money	60.1	67.7	54.2
Have used an ATM	22.1	31.2	15.1
Have used internet banking	5.9	8.4	3.9

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	70.0	71.7	68.7
Std I level text	16.6	17.0	16.2
Word or below	13.5	11.4	15.1
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	44.1	48.6	40.5
Subtraction	35.0	34.9	35.0
Number recognition (10-99) or below	21.0	16.5	24.5
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	82.4	84.0	81.2
Word	11.9	12.3	11.6
Small letter or below	5.7	3.7	7.2
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	54.1	56.8	51.9
Cannot read and understand even 3 out of 4 instructions	45.9	43.2	48.1
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	84.0	88.6	80.4
Adding weights	67.1	77.4	59.1
Telling time (hour)	90.5	92.7	88.8
Telling time (hour and minutes)	86.4	88.7	84.5

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	70.6	72.1	69.4
Taking a purchase decision	67.2	67.4	67.0
Applying a discount	55.8	59.9	52.3
Calculating repayment	29.3	35.0	24.3

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	87.0	89.2	85.2
Measuring length (hard)	63.2	69.0	58.7
Applying unitary method	67.7	72.1	64.3
Calculating time	62.8	66.2	60.1

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	82.2	84.8	80.1
Naming India's capital	56.8	67.9	48.2
Naming their own state	78.1	84.0	73.6
Identifying their own state on a map	65.6	72.1	60.5

Survey was conducted with 961 youth in 849 households in 60 villages.

State indicators

- Total population: 32,988,134
- % Rural population: 76%
- % Urban population: 24%
- Literacy rate: 66.4%

District indicators

- District population as % of state: 7%
- % Rural population: 44.4%
- % Urban population: 55.6%
- Literacy rate: 75.5%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	73.3	5.7	21.0	100
14-18 Male	76.6	6.2	17.2	100
14-18 Female	70.6	5.3	24.1	100
14-16 All youth	86.4	0.4	13.2	100
14-16 Male	90.3	0.4	9.3	100
14-16 Female	83.1	0.4	16.4	100
17-18 All youth	51.1	14.7	34.2	100
17-18 Male	53.7	16.0	30.3	100
17-18 Female	48.9	13.6	37.4	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	61.7	64.8	59.2
	Less than 8 years	17.3	18.1	16.7
Not enrolled	8 or more years	16.2	12.6	19.2
	Less than 8 years	4.8	4.6	4.9
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	6.1	94.0	100
17-18	7.9	92.1	100
All youth	6.7	93.3	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	47.0	53.0	100
17-18	60.8	39.3	100
All youth	52.1	47.9	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	73.1	83.0	65.0
	Never	14.2	6.9	20.1
Internet	Last week	21.7	35.2	10.5
	Never	68.8	52.7	82.2
Computer	Last week	22.7	30.1	16.5
	Never	64.7	55.3	72.5

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	83.6	85.6	82.0
Have deposited/withdrawn money	62.5	68.2	57.8
Have used an ATM	9.2	13.3	6.0
Have used internet banking	2.2	3.3	1.3

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	67.2	68.8	65.8
Std I level text	14.4	14.0	14.8
Word or below	18.4	17.2	19.4
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	44.3	52.1	37.9
Subtraction	21.6	19.9	23.0
Number recognition (10-99) or below	34.1	28.1	39.1
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	46.1	54.7	38.9
Word	28.7	27.6	29.7
Small letter or below	25.2	17.7	31.4
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	41.3	52.8	31.7
Cannot read and understand even 3 out of 4 instructions	58.7	47.2	68.3
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	72.2	79.2	66.3
Adding weights	47.2	65.2	32.3
Telling time (hour)	85.0	89.9	81.0
Telling time (hour and minutes)	53.1	61.9	45.9

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	54.0	62.3	45.6
Taking a purchase decision	53.6	59.6	47.6
Applying a discount	20.2	26.4	14.0
Calculating repayment	8.3	8.7	7.8

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	88.5	92.4	85.3
Measuring length (hard)	27.4	38.2	18.4
Applying unitary method	35.5	44.4	28.2
Calculating time	31.0	34.9	27.8

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	86.4	89.7	83.6
Naming India's capital	57.9	63.8	53.0
Naming their own state	79.1	83.4	75.5
Identifying their own state on a map	36.2	42.3	31.2

Survey was conducted with 1,084 youth in 936 households in 60 villages.

State indicators

- Total population: 61,095,297
- % Rural population: 61.3%
- % Urban population: 38.7%
- Literacy rate: 75.4%

District Indicators

- District population as % of state: 4.9%
- % Rural population: 58.5%
- % Urban population: 41.5%
- Literacy rate: 72.8%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	75.1	6.6	18.3	100
14-18 Male	80.5	4.9	14.7	100
14-18 Female	71.3	7.8	21.0	100
14-16 All youth	90.6	1.2	8.2	100
14-16 Male	92.8	0	7.2	100
14-16 Female	88.9	2.1	9.0	100
17-18 All youth	51.4	14.8	33.8	100
17-18 Male	59.7	13.1	27.2	100
17-18 Female	46.0	15.9	38.2	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	71.3	75.1	68.6
	Less than 8 years	10.4	10.2	10.5
Not enrolled	8 or more years	17.0	13.0	19.8
	Less than 8 years	1.3	1.6	1.0
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	0.3	99.7	100
17-18	3.6	96.4	100
All youth	1.6	98.4	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	47.4	52.6	100
17-18	50.2	49.8	100
All youth	48.5	51.5	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	66.5	74.5	60.9
	Never	20.8	13.6	25.7
Internet	Last week	18.1	26.9	11.9
	Never	74.6	64.6	81.6
Computer	Last week	16.5	17.8	15.7
	Never	70.5	69.4	71.2

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	90.5	89.8	91.0
Have deposited/withdrawn money	56.0	57.0	55.2
Have used an ATM	16.9	21.8	13.5
Have used internet banking	1.5	2.4	0.9

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	72.9	68.6	76.0
Std I level text	11.0	12.4	10.1
Word or below	16.0	19.1	13.9
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	32.7	30.0	34.7
Subtraction	28.2	29.4	27.3
Number recognition (10-99) or below	39.1	40.6	38.1
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	55.7	51.1	58.9
Word	20.3	23.4	18.2
Small letter or below	24.0	25.5	22.9
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	49.2	49.5	48.9
Cannot read and understand even 3 out of 4 instructions	50.8	50.5	51.1
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	82.9	86.4	80.4
Adding weights	54.8	64.6	47.9
Telling time (hour)	88.3	90.1	87.0
Telling time (hour and minutes)	67.6	72.7	64.0

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	61.8	62.9	61.1
Taking a purchase decision	57.9	58.3	57.6
Applying a discount	37.3	42.1	34.1
Calculating repayment	11.7	16.3	8.5

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	90.6	92.3	89.4
Measuring length (hard)	46.3	53.9	41.1
Applying unitary method	46.6	54.7	40.9
Calculating time	36.8	40.6	34.1

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	96.0	97.3	95.1
Naming India's capital	70.8	73.8	68.8
Naming their own state	90.3	90.3	90.3
Identifying their own state on a map	82.4	85.3	80.5

Survey was conducted with 1,005 youth in 957 households in 52 villages.

State indicators

- Total population: 33,406,061
- % Rural population: 52.3%
- % Urban population: 47.7%
- Literacy rate: 94%

District indicators

- District population as % of state: 9.8%
- % Rural population: 31.9%
- % Urban population: 68.1%
- Literacy rate: 95.9%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	89.6	9.0	1.4	100
14-18 Male	90.0	8.5	1.5	100
14-18 Female	89.1	9.6	1.3	100
14-16 All youth	99.9	0.1	0.0	100
14-16 Male	99.8	0.2	0.0	100
14-16 Female	100.0	0.0	0.0	100
17-18 All youth	69.3	26.6	4.1	100
17-18 Male	70.5	25.1	4.5	100
17-18 Female	67.8	28.3	3.9	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	95.2	95.1	95.3
	Less than 8 years	3.4	3.4	3.4
Not enrolled	8 or more years	1.4	1.5	1.3
	Less than 8 years	0.0	0.0	0.0
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	1.9	98.1	100
17-18	4.9	95.1	100
All youth	2.9	97.1	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	21.6	78.4	100
17-18	27.4	72.6	100
All youth	23.6	76.4	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	92.0	94.6	89.5
	Never	0.4	0.3	0.6
Internet	Last week	69.9	79.0	61.2
	Never	10.5	5.8	15.0
Computer	Last week	60.2	66.0	54.7
	Never	1.6	2.0	1.2

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	75.6	73.3	77.7
Have deposited/withdrawn money	35.0	39.9	30.3
Have used an ATM	33.3	41.5	25.6
Have used internet banking	10.5	17.0	4.2

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	93.1	90.9	95.2
Std I level text	4.6	5.7	3.5
Word or below	2.3	3.4	1.3
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	67.4	64.6	70.0
Subtraction	17.6	18.9	16.5
Number recognition (10-99) or below	15.0	16.5	13.6
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	95.0	94.0	96.0
Word	2.6	4.0	1.3
Small letter or below	2.4	2.0	2.7
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	90.2	88.9	91.5
Cannot read and understand even 3 out of 4 instructions	9.8	11.1	8.5
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	92.4	94.9	90.1
Adding weights	67.6	76.2	59.4
Telling time (hour)	98.0	97.7	98.3
Telling time (hour and minutes)	80.8	83.9	77.8

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	86.5	88.4	84.8
Taking a purchase decision	84.4	85.1	83.8
Applying a discount	51.4	59.7	43.8
Calculating repayment	36.6	39.0	34.3

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	98.3	98.8	97.9
Measuring length (hard)	73.4	75.0	71.9
Applying unitary method	62.1	68.3	56.2
Calculating time	65.4	66.5	64.3

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	99.0	98.9	99.1
Naming India's capital	82.0	84.6	79.6
Naming their own state	96.7	97.2	96.3
Identifying their own state on a map	94.7	96.1	93.3

Survey was conducted with 1,244 youth in 952 households in 60 villages.

State indicators

- Total population: 72,626,809
- % Rural population: 72.4%
- % Urban population: 27.6%
- Literacy rate: 69.3%

District indicators

- District population as % of state: 3.3%
- % Rural population: 19.1%
- % Urban population: 80.9%
- Literacy rate: 80.4%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	63.4	5.1	31.5	100
14-18 Male	73.9	3.7	22.4	100
14-18 Female	55.1	6.2	38.7	100
14-16 All youth	75.9	0.1	24.0	100
14-16 Male	84.6	0.0	15.4	100
14-16 Female	68.4	0.3	31.4	100
17-18 All youth	47.1	11.6	41.3	100
17-18 Male	58.4	9.0	32.6	100
17-18 Female	39.0	13.5	47.6	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	54.6	59.7	50.5
	Less than 8 years	14.0	17.9	10.9
Not enrolled	8 or more years	25.3	16.8	32.1
	Less than 8 years	6.1	5.6	6.5
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	1.7	98.3	100
17-18	3.9	96.1	100
All youth	2.7	97.3	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	40.3	59.7	100
17-18	49.5	50.5	100
All youth	44.3	55.7	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	67.7	81.4	57.4
	Never	18.1	8.3	25.5
Internet	Last week	28.5	44.3	16.6
	Never	62.3	44.5	75.8
Computer	Last week	16.8	21.1	13.6
	Never	69.8	61.2	76.1

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	76.9	76.2	77.4
Have deposited/withdrawn money	56.1	58.8	54.1
Have used an ATM	14.3	21.5	9.0
Have used internet banking	4.6	7.9	2.2

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	63.4	66.4	61.3
Std I level text	11.8	13.1	10.9
Word or below	24.7	20.5	27.9
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	33.0	39.9	27.8
Subtraction	21.1	21.5	20.9
Number recognition (10-99) or below	45.9	38.7	51.3
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	39.5	42.3	37.4
Word	21.2	25.3	18.1
Small letter or below	39.4	32.4	44.6
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	43.5	49.6	39.0
Cannot read and understand even 3 out of 4 instructions	56.5	50.4	61.0
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	63.5	77.3	53.3
Adding weights	47.6	63.9	35.4
Telling time (hour)	77.6	83.8	73.0
Telling time (hour and minutes)	50.2	60.8	42.3

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	58.2	59.9	56.7
Taking a purchase decision	59.2	63.1	55.5
Applying a discount	31.1	43.5	19.4
Calculating repayment	14.4	18.4	10.6

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	83.8	88.1	80.6
Measuring length (hard)	24.7	33.4	18.3
Applying unitary method	45.7	57.5	37.0
Calculating time	29.7	36.2	24.9

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	81.1	86.4	77.2
Naming India's capital	65.0	72.5	59.4
Naming their own state	63.3	69.8	58.4
Identifying their own state on a map	40.2	50.8	32.4

Survey was conducted with 1,206 youth in 921 households in 60 villages.

State indicators

- Total population: 72,626,809
- % Rural population: 72.4%
- % Urban population: 27.6%
- Literacy rate: 69.3%

District indicators

- District population as % of state: 3.3%
- % Rural population: 83.3%
- % Urban population: 16.7%
- Literacy rate: 71.6%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	68.3	3.6	28.1	100
14-18 Male	76.1	4.5	19.4	100
14-18 Female	61.8	2.8	35.4	100
14-16 All youth	82.4	0.0	17.6	100
14-16 Male	86.0	0.0	14.0	100
14-16 Female	79.0	0.0	21.0	100
17-18 All youth	49.1	8.4	42.4	100
17-18 Male	60.5	11.5	28.0	100
17-18 Female	40.9	6.2	52.9	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	60.7	66.8	55.6
	Less than 8 years	11.2	13.8	9.0
Not enrolled	8 or more years	24.3	14.7	32.3
	Less than 8 years	3.8	4.7	3.1
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	0.2	99.8	100
17-18	2.2	97.8	100
All youth	1.1	98.9	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	44.3	55.8	100
17-18	50.4	49.6	100
All youth	46.9	53.1	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	74.2	77.6	71.3
	Never	17.3	14.7	19.5
Internet	Last week	16.9	29.5	6.6
	Never	77.7	63.3	89.6
Computer	Last week	6.1	8.5	4.0
	Never	86.9	82.4	90.6

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	66.7	69.1	64.6
Have deposited/withdrawn money	45.8	53.7	39.2
Have used an ATM	10.7	17.5	5.0
Have used internet banking	2.0	3.8	0.6

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	59.2	64.1	55.0
Std I level text	13.6	12.6	14.4
Word or below	27.3	23.3	30.6
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	37.2	49.2	27.1
Subtraction	13.1	13.9	12.5
Number recognition (10-99) or below	49.7	37.0	60.4
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	30.3	39.7	22.4
Word	16.8	18.2	15.7
Small letter or below	52.9	42.1	61.9
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	31.9	43.7	21.9
Cannot read and understand even 3 out of 4 instructions	68.1	56.3	78.1
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	61.3	72.6	51.8
Adding weights	42.2	60.0	27.3
Telling time (hour)	59.6	69.8	51.0
Telling time (hour and minutes)	32.1	44.9	21.4

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	53.4	58.3	46.7
Taking a purchase decision	60.2	67.3	50.5
Applying a discount	29.7	39.6	16.3
Calculating repayment	9.8	14.2	4.0

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	75.5	83.8	68.5
Measuring length (hard)	19.7	28.8	11.9
Applying unitary method	36.8	49.0	26.6
Calculating time	25.7	32.1	20.3

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	74.2	78.9	70.3
Naming India's capital	55.8	62.4	50.2
Naming their own state	61.0	70.5	53.0
Identifying their own state on a map	23.7	35.6	13.6

Survey was conducted with 1,133 youth in 946 households in 60 villages.

State indicators

- Total population: 112,374,333
- % Rural population: 54.8%
- % Urban population: 45.2%
- Literacy rate: 82.3%

District indicators

- District population as % of state: 4%
- % Rural population: 79.9%
- % Urban population: 20.1%
- Literacy rate: 79.1%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	90.7	5.0	4.3	100
14-18 Male	91.3	5.3	3.5	100
14-18 Female	90.1	4.6	5.3	100
14-16 All youth	96.3	0.7	3.0	100
14-16 Male	97.1	0.8	2.0	100
14-16 Female	95.3	0.6	4.1	100
17-18 All youth	80.6	12.7	6.7	100
17-18 Male	82.1	12.1	5.8	100
17-18 Female	78.4	13.5	8.2	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	85.4	85.9	84.8
	Less than 8 years	10.3	10.7	9.9
Not enrolled	8 or more years	2.8	2.1	3.7
	Less than 8 years	1.5	1.4	1.6
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	4.3	95.7	100
17-18	9.3	90.7	100
All youth	6.1	93.9	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	51.0	49.1	100
17-18	62.9	37.1	100
All youth	55.2	44.8	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	74.9	81.3	66.8
	Never	14.2	9.8	19.7
Internet	Last week	41.3	52.3	27.3
	Never	46.3	35.1	60.6
Computer	Last week	38.4	37.8	39.2
	Never	31.4	31.3	31.4

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	54.4	51.7	57.9
Have deposited/withdrawn money	34.7	38.1	30.3
Have used an ATM	18.2	25.0	9.5
Have used internet banking	4.1	6.5	1.1

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	86.0	82.6	90.3
Std I level text	8.1	10.3	5.3
Word or below	5.9	7.1	4.4
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	34.0	31.5	37.0
Subtraction	26.6	28.3	24.4
Number recognition (10-99) or below	39.5	40.2	38.6
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	67.1	65.4	69.2
Word	17.0	18.3	15.3
Small letter or below	16.0	16.4	15.5
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	61.7	60.7	62.9
Cannot read and understand even 3 out of 4 instructions	38.3	39.3	37.1
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	75.7	78.5	72.1
Adding weights	60.3	68.8	49.4
Telling time (hour)	87.9	86.9	89.2
Telling time (hour and minutes)	73.1	73.3	73.0

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	69.3	70.8	67.3
Taking a purchase decision	59.1	63.0	54.2
Applying a discount	40.2	51.0	26.8
Calculating repayment	13.3	15.9	10.2

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	91.4	92.1	90.5
Measuring length (hard)	50.4	55.3	44.1
Applying unitary method	58.7	63.4	52.8
Calculating time	43.3	42.4	44.5

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	90.8	92.2	89.0
Naming India's capital	57.3	61.9	51.6
Naming their own state	78.1	79.8	75.8
Identifying their own state on a map	46.1	51.8	38.9

Survey was conducted with 1,196 youth in 954 households in 60 villages.

State indicators

- Total population: 112,374,333
- % Rural population: 54.8%
- % Urban population: 45.2%
- Literacy rate: 82.3%

District Indicators

- District population as % of state: 2.7%
- % Rural population: 81%
- % Urban population: 19%
- Literacy rate: 82.9%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	87.6	6.4	6.0	100
14-18 Male	91.2	5.7	3.2	100
14-18 Female	84.1	7.1	8.9	100
14-16 All youth	97.1	0.9	2.0	100
14-16 Male	98.4	0.6	1.0	100
14-16 Female	95.7	1.1	3.1	100
17-18 All youth	71.8	15.5	12.7	100
17-18 Male	78.5	14.5	7.0	100
17-18 Female	65.5	16.5	18.1	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	85.6	87.5	83.6
	Less than 8 years	8.4	9.3	7.6
Not enrolled	8 or more years	4.4	2.7	6.2
	Less than 8 years	1.6	0.5	2.7
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	2.4	97.6	100
17-18	12.6	87.4	100
All youth	6.2	93.8	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	46.4	53.6	100
17-18	53.4	46.6	100
All youth	49.0	51.0	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	79.9	84.5	75.3
	Never	9.2	5.8	12.7
Internet	Last week	41.7	54.1	29.1
	Never	40.9	29.7	52.2
Computer	Last week	39.1	43.2	34.9
	Never	20.5	16.3	24.8

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	70.7	68.3	73.2
Have deposited/withdrawn money	51.7	55.9	47.5
Have used an ATM	18.9	28.4	9.3
Have used internet banking	4.9	7.8	1.9

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	87.6	84.9	90.5
Std I level text	7.4	9.1	5.8
Word or below	4.9	6.0	3.8
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	39.1	38.8	39.4
Subtraction	25.1	25.3	24.8
Number recognition (10-99) or below	35.9	35.9	35.8
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	73.4	70.1	76.8
Word	13.8	16.0	11.5
Small letter or below	12.8	13.9	11.7
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	67.3	70.9	63.6
Cannot read and understand even 3 out of 4 instructions	32.7	29.1	36.4
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	80.8	85.3	76.2
Adding weights	60.8	71.2	50.2
Telling time (hour)	89.2	91.7	86.7
Telling time (hour and minutes)	79.1	80.4	77.8

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	66.1	70.4	61.6
Taking a purchase decision	66.4	68.7	64.1
Applying a discount	38.4	49.2	27.5
Calculating repayment	12.1	14.6	9.6

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	93.5	93.4	93.6
Measuring length (hard)	49.7	56.1	43.2
Applying unitary method	57.6	62.6	52.6
Calculating time	39.0	40.1	38.0

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	95.0	97.0	93.0
Naming India's capital	63.2	70.2	56.1
Naming their own state	81.3	85.1	77.4
Identifying their own state on a map	55.3	65.8	44.6

Survey was conducted with 986 youth in 905 households in 44 villages.

State indicators

- Total population: 2,855,794
- % Rural population: 70.8%
- % Urban population: 29.2%
- Literacy rate: 76.9%

District indicators

- District population as % of state: 8.3%
- % Rural population: 63.1%
- % Urban population: 36.9%
- Literacy rate: 75.9%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	86.6	6.0	7.5	100
14-18 Male	89.6	6.7	3.7	100
14-18 Female	83.4	5.2	11.4	100
14-16 All youth	95.9	0.0	4.1	100
14-16 Male	96.6	0.0	3.4	100
14-16 Female	95.1	0.0	4.9	100
17-18 All youth	66.7	18.7	14.6	100
17-18 Male	75.2	20.3	4.5	100
17-18 Female	56.5	17.2	26.3	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	64.8	68.2	61.2
	Less than 8 years	27.7	28.1	27.4
Not enrolled	8 or more years	3.9	1.8	6.1
	Less than 8 years	3.6	1.9	5.3
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	2.4	97.6	100
17-18	5.9	94.2	100
All youth	3.5	96.5	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	42.0	58.0	100
17-18	51.7	48.3	100
All youth	45.1	54.9	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	52.7	59.2	45.9
	Never	36.1	30.9	41.6
Internet	Last week	34.9	44.8	24.5
	Never	58.6	49.5	68.2
Computer	Last week	21.0	24.4	17.5
	Never	67.4	63.1	71.9

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	33.7	36.9	30.3
Have deposited/withdrawn money	25.3	29.2	21.3
Have used an ATM	18.7	21.1	16.2
Have used internet banking	6.5	8.1	4.7

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	64.3	65.0	63.6
Std I level text	15.2	15.1	15.3
Word or below	20.6	20.0	21.1
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	42.8	47.9	37.5
Subtraction	27.1	24.2	30.2
Number recognition (10-99) or below	30.1	27.9	32.4
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	76.7	77.7	75.7
Word	15.6	15.2	16.1
Small letter or below	7.6	7.1	8.2
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	47.2	52.0	42.1
Cannot read and understand even 3 out of 4 instructions	52.8	48.0	57.9
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	83.6	85.6	81.5
Adding weights	51.0	59.6	41.9
Telling time (hour)	91.4	92.6	90.1
Telling time (hour and minutes)	58.9	67.3	49.9

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	69.4	76.5	61.5
Taking a purchase decision	53.4	58.0	48.4
Applying a discount	26.4	34.3	17.6
Calculating repayment	12.6	17.2	7.3

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	89.8	92.5	86.9
Measuring length (hard)	50.1	59.9	39.6
Applying unitary method	38.0	44.5	31.1
Calculating time	34.5	37.0	31.8

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	91.2	94.5	87.6
Naming India's capital	72.2	81.3	62.4
Naming their own state	86.5	91.6	80.9
Identifying their own state on a map	67.5	75.6	58.7

Survey was conducted with 904 youth in 822 households in 60 villages.

State indicators

- Total population: 2,966,889
- % Rural population: 79.9%
- % Urban population: 20.1%
- Literacy rate: 74.4%

District indicators

- District population as % of state: 13.3%
- % Rural population: 92.8%
- % Urban population: 7.2%
- Literacy rate: 61.6%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	78.1	0.0	22.0	100
14-18 Male	74.2	0.0	25.8	100
14-18 Female	80.7	0.0	19.3	100
14-16 All youth	84.2	0.0	15.8	100
14-16 Male	80.6	0.0	19.4	100
14-16 Female	86.6	0.0	13.5	100
17-18 All youth	60.4	0.0	39.6	100
17-18 Male	57.4	0.0	42.6	100
17-18 Female	62.8	0.0	37.2	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	24.4	19.6	27.6
	Less than 8 years	54.2	55.5	53.3
Not enrolled	8 or more years	2.9	2.9	2.9
	Less than 8 years	18.6	22.0	16.2
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	0.7	99.3	100
17-18	1.4	98.6	100
All youth	0.9	99.1	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	38.9	61.1	100
17-18	49.0	51.0	100
All youth	41.5	58.5	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	29.9	36.4	25.5
	Never	65.9	58.9	70.6
Internet	Last week	11.4	16.6	8.0
	Never	87.7	82.6	91.1
Computer	Last week	6.4	7.8	5.4
	Never	90.6	87.6	92.7

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	15.7	14.7	16.4
Have deposited/withdrawn money	11.3	11.6	11.1
Have used an ATM	2.7	3.1	2.4
Have used internet banking	1.9	3.5	0.8

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	55.6	47.2	61.2
Std I level text	22.9	24.0	22.2
Word or below	21.5	28.8	16.6
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	12.4	10.2	14.0
Subtraction	27.7	28.0	27.6
Number recognition (10-99) or below	59.8	61.8	58.5
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	63.2	56.7	67.6
Word	25.0	28.0	23.0
Small letter or below	11.8	15.4	9.4
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	45.0	42.5	46.6
Cannot read and understand even 3 out of 4 instructions	55.1	57.5	53.4
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	76.2	77.4	75.5
Adding weights	29.2	33.9	26.0
Telling time (hour)	82.3	85.0	80.5
Telling time (hour and minutes)	30.2	33.3	28.2

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	66.6	63.3	68.6
Taking a purchase decision	51.3	52.6	50.5
Applying a discount	6.9	9.3	5.4
Calculating repayment	2.4	4.3	1.3

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	79.4	83.3	76.8
Measuring length (hard)	24.4	28.4	21.6
Applying unitary method	26.6	30.5	24.1
Calculating time	29.3	29.9	28.9

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	82.5	83.0	82.2
Naming India's capital	39.1	47.5	33.5
Naming their own state	73.8	74.3	73.5
Identifying their own state on a map	41.9	47.1	38.4

Survey was conducted with 809 youth in 740 households in 50 villages.

State indicators

- Total population: 1,978,502
- % Rural population: 71.1%
- % Urban population: 28.9%
- Literacy rate: 79.6%

District indicators

- District population as % of state: 13.5%
- % Rural population: 54.8%
- % Urban population: 45.2%
- Literacy rate: 85.2%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	90.9	1.6	7.5	100
14-18 Male	91.6	1.0	7.4	100
14-18 Female	90.3	2.0	7.7	100
14-16 All youth	95.6	0.1	4.3	100
14-16 Male	95.4	0.2	4.4	100
14-16 Female	95.7	0.0	4.3	100
17-18 All youth	78.1	5.6	16.4	100
17-18 Male	82.0	3.0	15.0	100
17-18 Female	74.0	8.2	17.8	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	58.5	58.0	58.9
	Less than 8 years	34.1	34.9	33.4
Not enrolled	8 or more years	4.8	4.2	5.3
	Less than 8 years	2.7	3.0	2.4
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	1.9	98.1	100
17-18	3.9	96.1	100
All youth	2.4	97.6	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	27.7	72.3	100
17-18	25.6	74.4	100
All youth	27.2	72.8	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	45.1	45.1	45.0
	Never	34.2	32.2	36.0
Internet	Last week	33.2	38.1	28.9
	Never	58.8	53.6	63.3
Computer	Last week	32.6	35.9	29.8
	Never	50.8	48.2	53.1

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	50.4	44.1	56.0
Have deposited/withdrawn money	23.2	22.7	23.6
Have used an ATM	15.3	12.4	18.0
Have used internet banking	2.5	1.6	3.3

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	76.9	74.5	79.0
Std I level text	10.2	10.6	9.9
Word or below	12.9	15.0	11.1
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	30.4	29.4	31.3
Subtraction	35.9	37.5	34.5
Number recognition (10-99) or below	33.7	33.1	34.3
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	88.2	86.6	89.5
Word	8.4	9.9	7.1
Small letter or below	3.5	3.5	3.4
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	46.2	46.7	45.7
Cannot read and understand even 3 out of 4 instructions	53.8	53.3	54.3
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	77.2	77.5	76.9
Adding weights	42.6	55.8	30.7
Telling time (hour)	85.8	85.6	85.9
Telling time (hour and minutes)	48.7	52.4	45.3

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	59.1	62.2	56.1
Taking a purchase decision	51.3	53.2	49.5
Applying a discount	19.6	28.6	11.2
Calculating repayment	3.0	4.2	1.9

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	84.2	86.8	81.8
Measuring length (hard)	32.0	30.0	33.9
Applying unitary method	37.5	45.0	30.7
Calculating time	30.5	34.5	27.0

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	94.0	93.9	94.0
Naming India's capital	60.6	65.6	56.0
Naming their own state	77.5	79.5	75.6
Identifying their own state on a map	55.8	63.0	49.3

Survey was conducted with 1,078 youth in 889 households in 60 villages.

State indicators

- Total population: 41,974,218
- % Rural population: 83.3%
- % Urban population: 16.7%
- Literacy rate: 72.9%

District indicators

- District population as % of state: 5.4%
- % Rural population: 51.8%
- % Urban population: 48.2%
- Literacy rate: 86.9%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	73.9	10.7	15.4	100
14-18 Male	78.9	9.5	11.7	100
14-18 Female	70.0	11.6	18.4	100
14-16 All youth	91.3	1.1	7.7	100
14-16 Male	93.1	0.6	6.3	100
14-16 Female	89.7	1.5	8.8	100
17-18 All youth	40.5	29.1	30.4	100
17-18 Male	47.1	29.4	23.6	100
17-18 Female	36.1	29.0	35.0	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	77.1	81.4	73.5
	Less than 8 years	7.7	7.2	8.0
Not enrolled	8 or more years	13.9	10.3	16.7
	Less than 8 years	1.4	1.1	1.7
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	2.0	98.0	100
17-18	11.0	89.0	100
All youth	5.1	94.9	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	23.3	76.7	100
17-18	30.5	69.5	100
All youth	25.7	74.3	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	65.0	70.1	61.0
	Never	26.4	21.8	30.0
Internet	Last week	28.7	42.6	17.4
	Never	65.8	51.8	77.2
Computer	Last week	31.8	34.8	29.4
	Never	57.9	55.5	59.8

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	88.4	85.6	90.5
Have deposited/withdrawn money	60.6	62.9	58.9
Have used an ATM	19.4	24.7	15.1
Have used internet banking	7.8	13.2	3.5

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	85.5	82.7	87.6
Std I level text	4.6	5.4	4.0
Word or below	9.9	11.9	8.4
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	43.5	45.0	42.2
Subtraction	23.7	22.9	24.4
Number recognition (10-99) or below	32.8	32.1	33.4
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	68.9	71.2	67.2
Word	13.4	12.8	14.0
Small letter or below	17.6	16.1	18.9
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	53.5	57.6	50.2
Cannot read and understand even 3 out of 4 instructions	46.5	42.4	49.8
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	76.1	79.2	73.6
Adding weights	56.7	65.7	49.7
Telling time (hour)	90.3	93.2	88.0
Telling time (hour and minutes)	74.1	79.6	69.8

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	65.3	68.7	62.5
Taking a purchase decision	62.0	67.5	57.5
Applying a discount	37.3	45.1	30.9
Calculating repayment	13.0	16.1	10.5

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	89.2	92.2	86.8
Measuring length (hard)	46.8	56.8	38.9
Applying unitary method	51.6	60.5	44.5
Calculating time	40.2	41.8	39.0

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	86.5	89.8	83.8
Naming India's capital	63.7	67.8	60.4
Naming their own state	82.0	84.9	79.7
Identifying their own state on a map	45.8	51.4	41.3

Survey was conducted with 1,013 youth in 904 households in 59 villages.

State indicators

- Total population: 27,743,338
- % Rural population: 62.5%
- % Urban population: 37.5%
- Literacy rate: 75.8%

District indicators

- District population as % of state: 9%
- % Rural population: 46.4%
- % Urban population: 53.6%
- Literacy rate: 76.3%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	86.6	3.8	9.6	100
14-18 Male	90.3	2.8	6.9	100
14-18 Female	82.5	5.0	12.6	100
14-16 All youth	96.3	0.5	3.3	100
14-16 Male	96.6	0.0	3.5	100
14-16 Female	95.9	0.9	3.2	100
17-18 All youth	70.6	9.4	20.0	100
17-18 Male	80.8	7.1	12.2	100
17-18 Female	57.6	12.5	30.0	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	70.8	72.3	69.2
	Less than 8 years	19.7	20.9	18.5
Not enrolled	8 or more years	7.0	5.2	9.0
	Less than 8 years	2.5	1.7	3.3
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	3.0	97.0	100
17-18	7.0	93.1	100
All youth	4.5	95.5	100

WORK INFORMATION: Youth age 14-18

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	31.2	68.8	100
17-18	37.7	62.3	100
All youth	33.7	66.4	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	75.7	86.1	64.3
	Never	17.8	9.0	27.5
Internet	Last week	57.8	71.4	42.8
	Never	35.6	20.1	52.8
Computer	Last week	44.7	47.5	41.6
	Never	38.7	33.7	44.0

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	71.1	73.2	68.8
Have deposited/withdrawn money	42.1	48.2	35.4
Have used an ATM	16.3	23.5	8.4
Have used internet banking	5.8	8.5	2.8

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	84.6	82.0	87.4
Std I level text	7.6	9.5	5.5
Word or below	7.8	8.5	7.1
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	43.5	38.7	48.7
Subtraction	22.6	25.4	19.4
Number recognition (10-99) or below	34.0	35.9	31.9
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	74.2	73.2	75.3
Word	15.0	16.8	13.1
Small letter or below	10.8	10.0	11.7
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	49.6	50.0	49.0
Cannot read and understand even 3 out of 4 instructions	50.4	50.0	51.0
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	74.5	79.9	68.7
Adding weights	46.2	60.7	30.3
Telling time (hour)	88.3	92.7	83.5
Telling time (hour and minutes)	64.1	69.9	57.8

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	56.5	60.4	52.5
Taking a purchase decision	58.2	61.3	55.0
Applying a discount	34.0	41.1	27.1
Calculating repayment	17.9	21.4	14.5

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	85.7	85.4	86.0
Measuring length (hard)	39.9	42.7	36.9
Applying unitary method	46.3	52.9	39.0
Calculating time	36.9	40.8	32.5

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	79.0	81.5	76.3
Naming India's capital	56.0	58.9	52.9
Naming their own state	70.3	73.7	66.6
Identifying their own state on a map	32.6	38.6	26.2

Survey was conducted with 1,142 youth in 953 households in 60 villages.

State indicators

- Total population: 27,743,338
- % Rural population: 62.5%
- % Urban population: 37.5%
- Literacy rate: 75.8%

District indicators

- District population as % of state: 5%
- % Rural population: 64%
- % Urban population: 36%
- Literacy rate: 68.3%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	81.6	7.3	11.2	100
14-18 Male	83.2	6.0	10.9	100
14-18 Female	79.7	8.8	11.5	100
14-16 All youth	94.2	0.5	5.4	100
14-16 Male	94.3	0.6	5.1	100
14-16 Female	94.1	0.3	5.7	100
17-18 All youth	63.9	16.9	19.3	100
17-18 Male	69.8	12.4	17.9	100
17-18 Female	55.7	23.1	21.2	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	78.9	78.7	79.2
	Less than 8 years	10.2	10.8	9.4
Not enrolled	8 or more years	8.8	7.9	10.0
	Less than 8 years	2.1	2.7	1.5
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	2.6	97.4	100
17-18	8.7	91.3	100
All youth	5.2	94.9	100

WORK INFORMATION: Youth age 14-18

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	42.3	57.7	100
17-18	53.3	46.7	100
All youth	46.9	53.1	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	71.7	85.0	57.0
	Never	19.4	8.1	31.8
Internet	Last week	53.0	67.3	37.3
	Never	40.2	26.2	55.5
Computer	Last week	62.5	60.6	64.6
	Never	18.6	17.6	19.7

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	89.6	87.6	91.8
Have deposited/withdrawn money	57.6	63.2	51.5
Have used an ATM	14.0	20.9	6.5
Have used internet banking	6.5	10.1	2.5

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	91.7	89.1	94.5
Std I level text	3.4	3.8	2.9
Word or below	4.9	7.1	2.6
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	58.3	53.4	63.5
Subtraction	20.3	22.0	18.5
Number recognition (10-99) or below	21.4	24.6	18.0
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	82.5	79.7	85.5
Word	10.9	11.4	10.4
Small letter or below	6.6	8.9	4.1
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	66.9	64.4	69.6
Cannot read and understand even 3 out of 4 instructions	33.1	35.6	30.4
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	78.1	83.8	71.9
Adding weights	59.7	72.1	46.1
Telling time (hour)	90.7	93.1	88.0
Telling time (hour and minutes)	68.3	70.7	65.7

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	57.5	57.8	57.1
Taking a purchase decision	70.5	74.4	66.5
Applying a discount	31.7	44.5	18.7
Calculating repayment	7.2	10.1	4.3

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	94.9	95.9	93.7
Measuring length (hard)	45.4	49.7	40.7
Applying unitary method	57.4	63.6	50.6
Calculating time	41.2	42.7	39.6

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	90.3	90.9	89.6
Naming India's capital	68.5	70.3	66.6
Naming their own state	84.9	85.9	83.9
Identifying their own state on a map	44.7	50.2	38.5

Survey was conducted with 1,071 youth in 920 households in 60 villages.

State indicators

- Total population: 68,548,437
- % Rural population: 75.1%
- % Urban population: 24.9%
- Literacy rate: 66.1%

District indicators

- District population as % of state: 4.5%
- % Rural population: 80.2%
- % Urban population: 19.8%
- Literacy rate: 61.8%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	73.5	3.8	22.7	100
14-18 Male	79.0	3.5	17.5	100
14-18 Female	67.9	4.2	28.0	100
14-16 All youth	86.1	0.3	13.6	100
14-16 Male	89.4	0.0	10.6	100
14-16 Female	82.9	0.5	16.6	100
17-18 All youth	55.8	8.8	35.4	100
17-18 Male	65.1	8.2	26.8	100
17-18 Female	46.0	9.5	44.6	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	57.6	61.6	53.5
	Less than 8 years	20.0	21.5	18.5
Not enrolled	8 or more years	11.2	7.7	14.7
	Less than 8 years	11.2	9.2	13.3
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	2.6	97.4	100
17-18	4.1	95.9	100
All youth	3.2	96.8	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	62.5	37.5	100
17-18	66.7	33.3	100
All youth	64.3	35.7	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	65.8	77.2	54.3
	Never	23.1	15.4	30.9
Internet	Last week	19.1	30.0	7.9
	Never	71.8	61.3	82.5
Computer	Last week	14.2	16.3	12.0
	Never	72.2	70.6	73.8

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	68.7	70.6	66.8
Have deposited/withdrawn money	44.4	48.0	40.8
Have used an ATM	10.2	14.5	5.9
Have used internet banking	3.0	4.5	1.5

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	71.0	69.3	72.7
Std I level text	10.9	14.0	7.8
Word or below	18.1	16.7	19.6
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	35.3	40.2	30.4
Subtraction	21.7	21.9	21.4
Number recognition (10-99) or below	43.0	37.9	48.3
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	38.0	39.7	36.3
Word	22.4	25.7	19.1
Small letter or below	39.7	34.7	44.7
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	38.0	43.0	33.0
Cannot read and understand even 3 out of 4 instructions	62.0	57.0	67.1
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	65.0	69.3	60.6
Adding weights	49.8	60.0	39.5
Telling time (hour)	83.1	86.6	79.7
Telling time (hour and minutes)	48.6	52.8	44.4

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	50.1	56.1	42.7
Taking a purchase decision	55.0	59.1	49.9
Applying a discount	26.0	34.5	15.5
Calculating repayment	11.4	14.7	7.3

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	78.6	83.1	74.1
Measuring length (hard)	34.7	40.0	29.4
Applying unitary method	43.3	51.2	35.3
Calculating time	32.6	37.2	27.8

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	81.5	86.4	76.4
Naming India's capital	68.6	74.0	63.2
Naming their own state	78.6	84.5	72.7
Identifying their own state on a map	48.9	55.7	42.1

TAMIL NADU: MADURAI

Survey was conducted with 1,044 youth in 925 households in 60 villages.

State indicators

- Total population: 72,147,030
- % Rural population: 51.6%
- % Urban population: 48.4%
- Literacy rate: 80.1%

District indicators

- District population as % of state: 4.2%
- % Rural population: 39.2%
- % Urban population: 60.8%
- Literacy rate: 83.5%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	74.7	16.3	8.9	100
14-18 Male	73.2	15.2	11.6	100
14-18 Female	76.2	17.3	6.5	100
14-16 All youth	94.5	1.5	4.0	100
14-16 Male	92.8	1.8	5.4	100
14-16 Female	95.9	1.2	2.9	100
17-18 All youth	41.8	41.1	17.1	100
17-18 Male	42.6	36.1	21.3	100
17-18 Female	41.0	46.0	13.0	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	86.8	83.4	89.9
	Less than 8 years	4.3	5.0	3.8
Not enrolled	8 or more years	7.6	9.8	5.7
	Less than 8 years	1.2	1.9	0.7
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	2.6	97.4	100
17-18	5.9	94.1	100
All youth	3.9	96.2	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	12.4	87.6	100
17-18	21.6	78.4	100
All youth	15.8	84.2	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	95.3	97.2	93.5
	Never	3.5	1.6	5.3
Internet	Last week	34.7	47.5	23.2
	Never	59.6	45.2	72.6
Computer	Last week	63.0	68.7	58.0
	Never	27.1	20.6	32.9

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	82.2	79.2	85.0
Have deposited/withdrawn money	60.0	64.7	55.7
Have used an ATM	41.2	55.3	28.6
Have used internet banking	6.3	8.7	4.2

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	83.7	77.7	89.2
Std I level text	10.0	13.0	7.4
Word or below	6.2	9.3	3.5
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	47.0	41.2	52.1
Subtraction	24.6	25.9	23.5
Number recognition (10-99) or below	28.4	32.9	24.5
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	74.6	70.1	78.7
Word	10.9	9.7	12.0
Small letter or below	14.5	20.3	9.3
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	72.0	70.2	73.7
Cannot read and understand even 3 out of 4 instructions	28.0	29.8	26.3
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	88.7	91.2	86.5
Adding weights	57.0	63.0	51.6
Telling time (hour)	90.3	88.5	92.0
Telling time (hour and minutes)	67.2	66.7	67.7

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	79.8	81.1	78.7
Taking a purchase decision	71.4	74.5	68.9
Applying a discount	37.6	45.0	31.8
Calculating repayment	16.3	19.2	14.0

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	94.9	95.8	94.0
Measuring length (hard)	45.9	54.3	38.4
Applying unitary method	57.0	62.7	51.9
Calculating time	46.9	48.7	45.4

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	93.8	94.9	92.8
Naming India's capital	68.9	69.7	68.2
Naming their own state	79.0	81.1	77.2
Identifying their own state on a map	58.8	66.1	52.2

TELANGANA: NIZAMABAD

Survey was conducted with 1,035 youth in 945 households in 60 villages.

State indicators

- Total population: 35,193,978
- % Rural population: 61.3%
- % Urban population: 38.7%
- Literacy rate: 66.5%

District indicators

- District population as % of state: 7%
- % Rural population: 76.9%
- % Urban population: 23.1%
- Literacy rate: 61.3%

Source: Census 2011. State boundaries demarcated as per Census 2011 districts.

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	75.4	7.4	17.2	100
14-18 Male	79.6	6.9	13.5	100
14-18 Female	72.0	7.8	20.2	100
14-16 All youth	90.3	0.1	9.6	100
14-16 Male	91.2	0.3	8.5	100
14-16 Female	89.5	0.0	10.5	100
17-18 All youth	52.4	18.6	29.1	100
17-18 Male	59.5	18.3	22.3	100
17-18 Female	47.3	18.8	33.9	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	73.0	76.4	70.2
	Less than 8 years	9.9	10.0	9.8
Not enrolled	8 or more years	12.6	9.0	15.5
	Less than 8 years	4.5	4.5	4.5
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	3.4	96.6	100
17-18	13.3	86.7	100
All youth	7.3	92.7	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	23.7	76.3	100
17-18	34.8	65.2	100
All youth	28.1	71.9	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	70.3	79.0	63.3
	Never	20.6	12.6	27.1
Internet	Last week	35.9	56.0	19.5
	Never	59.1	38.5	76.0
Computer	Last week	21.0	27.5	15.7
	Never	68.3	59.9	74.9

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	69.4	65.1	72.9
Have deposited/withdrawn money	44.0	47.5	41.2
Have used an ATM	20.2	32.2	10.6
Have used internet banking	6.3	11.1	2.4

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	76.0	73.4	78.2
Std I level text	10.5	11.8	9.5
Word or below	13.5	14.8	12.4
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	39.6	37.7	41.1
Subtraction	32.3	33.1	31.6
Number recognition (10-99) or below	28.2	29.2	27.3
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	70.4	73.6	67.7
Word	14.4	13.4	15.2
Small letter or below	15.3	13.0	17.1
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	57.6	60.4	55.3
Cannot read and understand even 3 out of 4 instructions	42.4	39.6	44.8
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	78.4	82.3	75.4
Adding weights	47.0	56.2	39.6
Telling time (hour)	81.7	83.9	80.0
Telling time (hour and minutes)	50.0	50.4	49.7

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	67.7	71.4	64.7
Taking a purchase decision	67.6	73.3	63.1
Applying a discount	33.8	39.2	29.5
Calculating repayment	7.8	11.8	4.5

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	89.1	91.3	87.3
Measuring length (hard)	43.4	50.4	37.6
Applying unitary method	49.2	56.6	43.2
Calculating time	39.6	41.6	37.9

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	96.2	96.7	95.7
Naming India's capital	54.2	60.0	49.5
Naming their own state	87.0	90.2	84.4
Identifying their own state on a map	73.2	80.7	67.1

Survey was conducted with 1,284 youth in 958 households in 60 villages.

State indicators

- Total population: 199,812,341
- % Rural population: 77.7%
- % Urban population: 22.3%
- Literacy rate: 67.7%

District indicators

- District population as % of state: 1.8%
- % Rural population: 74.9%
- % Urban population: 25.1%
- Literacy rate: 68.5%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	64.4	7.0	28.7	100
14-18 Male	74.3	7.3	18.5	100
14-18 Female	58.0	6.8	35.2	100
14-16 All youth	77.7	0.7	21.5	100
14-16 Male	83.0	0.3	16.7	100
14-16 Female	74.5	1.0	24.5	100
17-18 All youth	43.9	16.5	39.5	100
17-18 Male	61.6	17.4	21.0	100
17-18 Female	32.0	15.9	52.1	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	52.8	61.4	47.2
	Less than 8 years	18.7	20.1	17.8
Not enrolled	8 or more years	16.7	9.2	21.5
	Less than 8 years	11.9	9.3	13.6
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	1.6	98.4	100
17-18	2.4	97.6	100
All youth	1.9	98.1	100

WORK INFORMATION: Youth age 14-18

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	33.0	67.0	100
17-18	47.9	52.1	100
All youth	38.9	61.1	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	73.2	81.1	68.2
	Never	20.7	12.4	26.1
Internet	Last week	18.6	32.3	9.9
	Never	74.0	55.0	86.2
Computer	Last week	17.1	24.7	12.2
	Never	70.7	57.2	79.5

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	62.3	62.1	62.4
Have deposited/withdrawn money	37.5	43.4	33.7
Have used an ATM	6.8	12.5	3.0
Have used internet banking	2.4	3.6	1.7

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	71.7	74.2	70.1
Std I level text	6.0	6.0	6.1
Word or below	22.2	19.8	23.8
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	34.7	51.5	23.7
Subtraction	19.0	17.4	20.1
Number recognition (10-99) or below	46.4	31.2	56.3
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	44.0	51.7	38.9
Word	21.2	20.7	21.5
Small letter or below	34.9	27.7	39.6
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	37.6	47.7	30.9
Cannot read and understand even 3 out of 4 instructions	62.4	52.3	69.1
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	62.7	76.8	53.5
Adding weights	43.0	61.5	30.8
Telling time (hour)	77.2	83.6	72.9
Telling time (hour and minutes)	50.0	63.5	41.1

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	51.0	59.9	41.4
Taking a purchase decision	53.4	58.3	48.1
Applying a discount	31.4	44.4	17.5
Calculating repayment	9.4	14.8	3.6

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	75.8	85.1	69.7
Measuring length (hard)	25.8	39.7	16.6
Applying unitary method	41.7	53.5	33.9
Calculating time	28.3	40.4	20.3

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	82.0	87.6	78.3
Naming India's capital	66.7	73.5	62.1
Naming their own state	68.5	76.5	63.3
Identifying their own state on a map	13.9	23.4	7.6

Survey was conducted with 1,221 youth in 964 households in 60 villages.

State indicators

- Total population: 199,812,341
- % Rural population: 77.7%
- % Urban population: 22.3%
- Literacy rate: 67.7%

District indicators

- District population as % of state: 1.8%
- % Rural population: 56.6%
- % Urban population: 43.4%
- Literacy rate: 75.6%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	82.4	5.0	12.7	100
14-18 Male	84.8	4.4	10.7	100
14-18 Female	80.1	5.4	14.5	100
14-16 All youth	91.7	0.2	8.1	100
14-16 Male	93.2	0.5	6.4	100
14-16 Female	90.2	0.0	9.8	100
17-18 All youth	66.9	12.7	20.3	100
17-18 Male	69.3	11.9	18.9	100
17-18 Female	65.1	13.4	21.4	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	66.7	67.2	66.3
	Less than 8 years	20.6	22.1	19.3
Not enrolled	8 or more years	8.9	6.4	11.2
	Less than 8 years	3.8	4.3	3.3
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	3.4	96.6	100
17-18	8.1	91.9	100
All youth	5.2	94.8	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	49.3	50.8	100
17-18	55.6	44.4	100
All youth	51.7	48.4	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	73.5	77.0	70.2
	Never	13.7	10.3	16.8
Internet	Last week	23.0	35.5	12.1
	Never	67.3	51.4	81.3
Computer	Last week	20.7	26.4	15.7
	Never	62.4	51.9	71.8

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	55.3	54.6	56.0
Have deposited/withdrawn money	40.0	47.2	33.7
Have used an ATM	11.3	19.1	4.4
Have used internet banking	3.3	5.6	1.3

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	76.4	80.2	72.9
Std I level text	8.5	8.2	8.7
Word or below	15.2	11.6	18.4
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	37.4	50.8	25.4
Subtraction	22.7	21.3	23.9
Number recognition (10-99) or below	40.0	28.0	50.7
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	49.5	59.3	40.7
Word	15.3	15.4	15.2
Small letter or below	35.3	25.4	44.1
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	47.1	53.1	41.8
Cannot read and understand even 3 out of 4 instructions	52.9	46.9	58.2
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	72.1	84.1	61.3
Adding weights	54.1	70.3	39.6
Telling time (hour)	77.0	84.0	70.8
Telling time (hour and minutes)	50.1	60.9	40.5

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	57.8	62.2	51.9
Taking a purchase decision	62.6	66.6	57.2
Applying a discount	33.1	42.9	19.7
Calculating repayment	14.7	20.3	7.1

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	87.0	90.4	84.1
Measuring length (hard)	27.6	38.5	17.9
Applying unitary method	45.6	56.1	36.4
Calculating time	27.1	33.9	21.1

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	91.0	92.8	89.4
Naming India's capital	74.4	78.9	70.4
Naming their own state	79.5	84.1	75.4
Identifying their own state on a map	19.2	25.6	13.4

UTTARAKHAND: DEHRADUN

Survey was conducted with 1,077 youth in 862 households in 56 villages.

State indicators

- Total population: 10,086,292
- % Rural population: 69.8%
- % Urban population: 30.2%
- Literacy rate: 78.8%

District indicators

- District population as % of state: 16.8%
- % Rural population: 44.5%
- % Urban population: 55.5%
- Literacy rate: 84.3%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	84.4	6.8	8.8	100
14-18 Male	85.3	6.4	8.3	100
14-18 Female	83.7	7.3	9.0	100
14-16 All youth	95.0	0.0	5.0	100
14-16 Male	97.4	0.0	2.6	100
14-16 Female	92.7	0.0	7.3	100
17-18 All youth	64.4	19.7	15.9	100
17-18 Male	62.0	18.7	19.3	100
17-18 Female	67.0	20.7	12.3	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	77.4	76.3	78.6
	Less than 8 years	14.0	15.7	12.5
Not enrolled	8 or more years	5.9	5.5	6.3
	Less than 8 years	2.6	2.6	2.7
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

WORK INFORMATION: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	2.2	97.8	100
17-18	10.6	89.4	100
All youth	5.1	94.9	100

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	29.7	70.3	100
17-18	38.2	61.9	100
All youth	32.6	67.4	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	73.3	78.0	68.8
	Never	14.5	10.6	18.2
Internet	Last week	50.5	58.7	42.6
	Never	38.9	29.6	47.8
Computer	Last week	35.1	40.0	30.6
	Never	36.3	32.9	39.3

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	66.3	61.8	70.4
Have deposited/withdrawn money	48.3	51.5	45.3
Have used an ATM	21.9	29.9	14.4
Have used internet banking	10.6	16.1	5.4

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	85.2	81.8	88.3
Std I level text	8.2	10.8	5.7
Word or below	6.7	7.4	6.0
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	50.7	55.7	46.1
Subtraction	20.2	17.9	22.4
Number recognition (10-99) or below	29.1	26.4	31.6
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	72.8	73.4	72.2
Word	11.5	11.3	11.7
Small letter or below	15.8	15.4	16.1
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	63.8	67.0	60.9
Cannot read and understand even 3 out of 4 instructions	36.2	33.0	39.1
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	76.5	84.7	68.8
Adding weights	50.2	63.1	38.2
Telling time (hour)	82.9	85.9	80.1
Telling time (hour and minutes)	57.4	63.0	52.1

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	67.9	70.8	64.9
Taking a purchase decision	69.9	73.4	66.4
Applying a discount	38.0	47.8	28.1
Calculating repayment	17.3	21.1	13.5

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	88.5	89.9	87.1
Measuring length (hard)	38.8	43.6	34.4
Applying unitary method	44.7	53.8	36.2
Calculating time	40.7	47.9	34.0

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	95.6	96.2	95.0
Naming India's capital	84.6	88.2	81.3
Naming their own state	88.5	89.4	87.7
Identifying their own state on a map	38.5	43.2	34.1

WEST BENGAL: SOUTH 24 PARGANAS

Survey was conducted with 1,078 youth in 956 households in 60 villages.

State indicators

- Total population: 91,276,115
- % Rural population: 68.1%
- % Urban population: 31.9%
- Literacy rate: 76.3%

District indicators

- District population as % of state: 8.9%
- % Rural population: 74.4%
- % Urban population: 25.6%
- Literacy rate: 77.5%

Source: Census 2011

ACTIVITY

ENROLLMENT: Youth age 14-18

Table 1: Distribution of youth by age and enrollment status (%)

Age	Enrolled in Std XII or below	UG* or other	Not enrolled	Total
14-18 All youth	83.6	5.4	11.0	100
14-18 Male	79.9	5.2	15.0	100
14-18 Female	86.9	5.6	7.5	100
14-16 All youth	94.0	0.0	6.0	100
14-16 Male	92.5	0.0	7.5	100
14-16 Female	95.4	0.0	4.6	100
17-18 All youth	64.1	15.5	20.4	100
17-18 Male	56.9	14.6	28.5	100
17-18 Female	70.7	16.3	13.0	100

*UG= Undergraduate

Table 2: % Youth by enrollment status, years of schooling completed and gender

Enrollment status	Years of schooling completed	All youth	Male	Female
Enrolled in school or college	8 or more years	69.8	68.8	70.7
	Less than 8 years	19.2	16.2	21.8
Not enrolled	8 or more years	5.5	6.6	4.6
	Less than 8 years	5.5	8.3	3.0
Total		100	100	100

VOCATIONAL TRAINING AND OTHER COURSES: Youth age 14-18

Questions about vocational training and work were asked to all youth, regardless of enrollment status.

Table 3: % Youth taking vocational training or other courses, by age

Age	Taking vocational training or other courses	Not taking vocational training or other courses	Total
14-16	9.0	91.0	100
17-18	14.7	85.3	100
All youth	11.0	89.0	100

WORK INFORMATION: Youth age 14-18

Table 4: % Youth who worked for 15 or more days in the last month, excluding household work, by age

Age	Worked for 15 or more days in the last month	Did not work for 15 or more days in the last month	Total
14-16	19.4	80.6	100
17-18	32.7	67.3	100
All youth	24.0	76.0	100

AWARENESS

Table 5: Digital use by youth age 14-18, by gender (% youth)

	Frequency of usage	All youth	Male	Female
Mobile	Last week	65.5	72.5	59.4
	Never	22.3	16.9	27.1
Internet	Last week	17.1	25.8	9.4
	Never	74.4	62.5	84.8
Computer	Last week	21.2	26.0	17.1
	Never	64.6	60.6	68.0

Table 6: Financial participation of youth age 14-18, by gender (% youth)

	All youth	Male	Female
Have their own bank account	88.4	81.5	94.5
Have deposited/withdrawn money	69.6	64.2	74.2
Have used an ATM	9.6	11.0	8.4
Have used internet banking	3.2	4.4	2.2

BASIC ASER READING, ARITHMETIC AND ENGLISH: Youth age 14-18

Table 7: % Youth at different ASER reading levels, by gender

Reading level	All youth	Male	Female
Std II level text	71.7	69.5	73.6
Std I level text	14.1	14.7	13.6
Word or below	14.3	15.9	12.9
Total	100	100	100

Table 8: % Youth at different ASER arithmetic levels, by gender

Arithmetic level	All youth	Male	Female
Division	30.9	33.4	28.8
Subtraction	23.8	24.3	23.4
Number recognition (10-99) or below	45.3	42.4	47.8
Total	100	100	100

Table 9: % Youth at different reading levels in ASER English, by gender

Reading level	All youth	Male	Female
Sentence	50.9	53.8	48.4
Word	21.7	18.1	24.8
Small letter or below	27.4	28.2	26.8
Total	100	100	100

READING AND UNDERSTANDING WRITTEN INSTRUCTIONS: Youth age 14-18

Table 12: % Youth who can read and understand written instructions, by gender

	All youth	Male	Female
Can read and understand at least 3 out of 4 instructions	55.9	57.0	55.0
Cannot read and understand even 3 out of 4 instructions	44.1	43.0	45.0
Total	100	100	100

DAILY TASKS: Youth age 14-18

Table 10: % Youth who can do daily tasks, by gender

Task	All youth	Male	Female
Counting money	74.3	81.6	67.9
Adding weights	58.1	65.3	51.8
Telling time (hour)	87.7	89.4	86.1
Telling time (hour and minutes)	64.7	70.2	59.8

FINANCIAL CALCULATIONS: Youth age 14-18

These tasks were administered only to youth who were at subtraction or division level on the ASER arithmetic assessment.

Table 13: % Youth who can do financial calculations, by gender

Task	All youth	Male	Female
Managing a budget	59.9	64.9	55.2
Taking a purchase decision	59.7	61.0	58.4
Applying a discount	40.9	49.8	32.3
Calculating repayment	13.5	16.1	11.1

COMMON CALCULATIONS: Youth age 14-18

Table 11: % Youth who can do common calculations, by gender

Task	All youth	Male	Female
Measuring length (easy)	85.4	85.8	85.1
Measuring length (hard)	35.6	45.7	26.7
Applying unitary method	50.9	57.4	45.2
Calculating time	35.7	39.5	32.4

MAP AND GENERAL KNOWLEDGE: Youth age 14-18

Table 14: % Youth who can do map and general knowledge tasks, by gender

Task	All youth	Male	Female
Recognizing the map of India	80.4	85.1	76.2
Naming India's capital	52.0	57.8	46.9
Naming their own state	67.0	70.4	64.1
Identifying their own state on a map	26.5	32.9	20.9

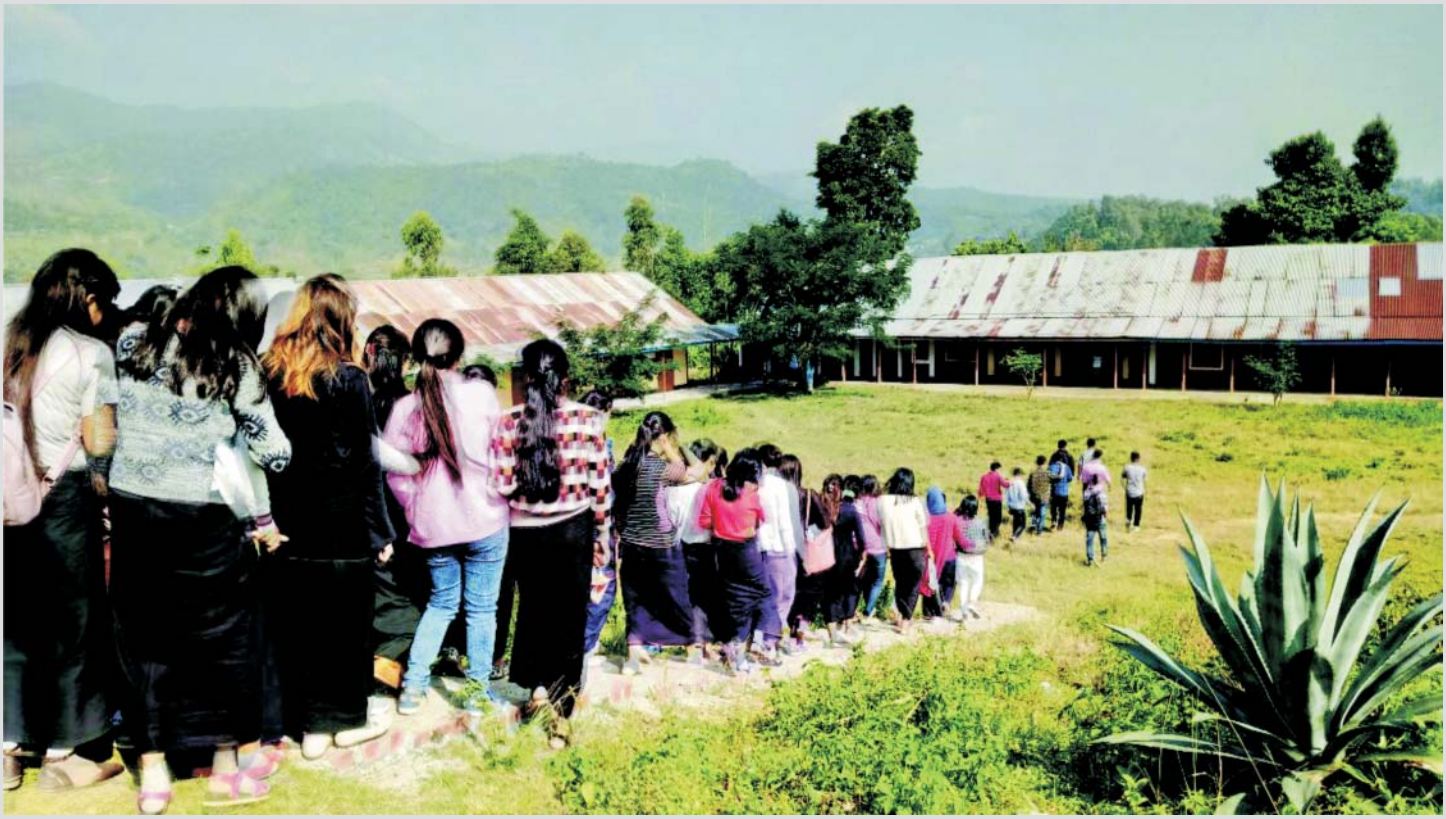
Portraits of youth: Ranu

17 year old Ranu lives in a village in Sonipat district of Haryana. Her village is just a few hours away from Delhi and has many facilities. There are multiple secondary and senior secondary schools in the village, both government and private, and even a college.

Ranu is studying in Std XII, arts stream, in one of the private schools. She wakes up at 4 every morning and finishes household chores before leaving for school at 7.30. After she comes back, she goes to the family farm for a couple of hours. She comes back and helps with taking care of the family's two buffalos. Ranu excitedly tells us that she can only take care of giving them food and water because she doesn't know how to milk the buffalos yet, but will be learning from her mother soon.

Like many girls her age, Ranu wants to become a teacher. She knows that she has to go to a B.Ed. college for that. Her reasons are simple: the profession allows women to have more time for their families. And in the society that she lives in, teaching is probably the only profession that her parents and future in-laws won't object to.

She will have to go outside her village to do a B.Ed. and she's worried about her safety. The only way she can do so is if another girl from her village goes to the college with her.



ASER 2017 partner profiles

Every year, ASER is conducted by one or more partner institution in each district. Since the focus of ASER 2017 is on an older age group, this year's partners are colleges and universities. Student volunteers from these institutions were typically enrolled in degree programmes such as BSW, MSW, BEd, MEd etc. In some districts, we partnered with more than one institution to conduct the survey.

Andhra Pradesh: Srikakulam

Dr. BR Ambedkar University, Srikakulam

Situated at Etcherla village in Srikakulam district, Dr. BR Ambedkar University was founded in 2008. It offers several courses, ranging from law, economics, management, to science courses such as biotechnology etc. For ASER 2017, post graduate students from the Department of Social Work and the Department of Rural Development participated in the 3 day training, followed by the survey over three weekends.

Assam: Kamrup

1. Gauhati University, Guwahati

One of the oldest and most renowned institutions in the north-east of the country, Gauhati University came into existence in 1948. For the ASER 2017 survey in Kamrup district, our volunteers came from the Department of Communication and Journalism. The Department, which offered diploma courses in Journalism when it was set up in 1967, now offers a full two year long MA in Mass Communication.

2. Jawaharlal Nehru College, Boko

The college was established in 1964 to cater to the educational needs of the tribal people in Boko area. With several departments of arts and science streams, the college offers undergraduate level courses in various subjects such as history, economics, zoology, botany, etc. For ASER 2017, students of the Department of Education participated in the survey.

Bihar: Muzaffarpur

College of Teacher Education, Turki

College of Teacher Education (CTE), Turki was set up as one of the CTEs under the Plan of Action (1992) of the National Policy on Education, 1986. As a teacher training institute, the college provides BEd, MEd, and PhD courses. The institution also provides support to district level administration and is instrumental in carrying out research and implementation projects in the field of secondary education. More than 100 BEd students from the college participated as volunteers for ASER 2017.

Chhattisgarh: Dhamtari

Al-Shums Infotech College, Nagri

Founded in 2008 with the objective of providing education in technical courses in tribal areas, the college is run by the Al-Shums Education Society. Besides full time courses in computer applications, the college also runs courses in management, social work, etc. as well as several short-term skill development courses under central and state government schemes such as the Pradhan Mantri Kaushal Vikas Yojna (PMKVY), Mukhyamantri Kaushal Vikas Yojna (MMKVY) etc. Around 35 students from the Post Graduate Diploma in Computer Application (PGDCA), and Masters in Social Work course participated as volunteers in ASER 2017.

Gujarat: Mehsana

Shree Sarvajanik MSW/BSW College, Mehsana

Established by the Shri Sarvajanik Kelvani Mandal Trust in 2011, the college is a reputed institution offering both Bachelors' and Masters' courses in social work. Shri Sarvajanik Kelvani Mandal Trust was founded in 1955 and has been dedicated to promotion of school and higher education. Shree Sarvajanik MSW/BSW College has been a partner for the ASER survey since 2011. This year, students of both MSW and BSW courses participated as volunteers for ASER 2017.

Haryana: Sonipat

1. Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan, Sonipat

Shri Bhagat Phool Singh was a pioneer in education and established a Gurukul for girls in Khanpur Kalan, in the year 1936. Over the next few decades, the Gurukul was expanded to include several colleges and in 2006, the Haryana government upgraded them to set up this state university. Today, the university has over 7,000 students. The Department of Social Work at Bhagat Phool Singh Mahila Vishwavidyalaya was set up in 2008, and was an ASER partner in 2012 and 2013. This year, around 35 students of the department participated in the survey.

2. District Institute of Education and Training, Beeswamil, Sonipat

This district level institution is one of the many DIETs established by the government of India to train future teachers, as well as to coordinate and implement government policies at the district level. The institution has partnered with ASER in the 2014 and 2016 surveys as well. In ASER 2017, students of DEd participated in the survey.

3. OP Jindal Global University, Sonipat

OP Jindal Global University was established in 2009. Jindal Global Business School is one of the eight schools established by the university. With a state of the art campus, the school runs several management courses including BBA, MBA, PhD courses. In collaboration with IBM, the school has established an IBM Business Analytics Lab, and offers a MBA Business Analytics course which focuses on practical learning as opposed to traditional classroom teaching. Students from the IBM and MBA courses were surveyors for ASER 2017.

Himachal Pradesh: Kangra

1. Dronacharya PG College of Education, Rait

Founded in 2006, the college is administered and run by the OCEAN Society. Besides running BEd and MEd programmes, the college also offers other courses in subjects such as computer application and business administration. Students of BEd and MEd participated in the survey in ASER 2017.

2. Janak Raj Mahajan BEd College, Gangath

Established in 2002, the college offers courses in the education and is situated in Gangath village in Nurpur tehsil of Kangra district. Students of BEd participated in the ASER 2017 survey.

3. KLB DAV Girls College of Education, Palampur

The Kanhia Lal Butail Dayanand Anglo Vedic College for Girls was established in 1969 with a view to promoting women's empowerment via girls' education. The college offers Bachelors' and Masters' courses in various subjects in the arts stream, as well as a professional BEd course. Students from various courses participated in ASER 2017.

4. Thakur PG College of Education, Dhaliara

This non-profit, autonomous institution was established in 1996 with the vision of promoting education in rural and difficult to reach areas of Himachal Pradesh. Located in Dhaliara village of Kangra district, the college offers BEd and MEd. Students of both courses participated in ASER 2017.

Jammu and Kashmir: Budgam

District Institute of Education and Training, Budgam

Established in 1986, DIET Budgam is one of the many district level government institutions of teacher training. The institution trains both in-service and pre-service teachers along with providing resource support to government projects such as SSA etc. Volunteers for ASER 2017 were 'Preraks' of the Sakshar Bharat Mission, a country-level programme for promotion of education and literacy among the age group of 15 years and above.

Jharkhand: Purbi Singhbhum

Loyola College of Education, Jamshedpur

The college was established in 1976 by the Society of Jesus, with the objective of training and producing efficient teachers. A teacher training institution offering BEd and MEd courses, the college focuses on aiding the learning of future teachers by organizing workshops on relevant topics. Students of both BEd and MEd programmes participated in ASER 2017.

Karnataka: Mysuru

University of Mysore, Mysuru

Established in 1916, University of Mysore is a public university and is the first university of Karnataka. With 63 departments offering 76 postgraduate programmes, the university has more than one lakh students enrolled in undergraduate, post graduate, MPhil and PhD courses via over 200 affiliated colleges. Students pursuing Masters' courses from the Department of Studies in Social Work participated in ASER 2017.

Kerala: Ernakulam

Rajagiri College of Social Sciences, Kochi

Rajagiri College of Social Sciences, established in 1955, is based in Kalamassery, Kochi. The school runs several programmes in business administration, management, social work etc. The college also runs vocational courses and is one of the implementation partners for Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY). For ASER 2017, the volunteers were mostly students of social work, pursuing MSW and MPhil courses.

Madhya Pradesh: Bhopal

The Bhopal School of Social Sciences, Bhopal

Founded in 1972, the college is administered by the Catholic Archdiocese of Bhopal. Equipped with state of the art facilities, the various departments at the college offer courses in English, commerce, management, humanities and social work, among other disciplines. Students of the Department of Social Work participated in ASER 2017.

Madhya Pradesh: Rewa

Awadhesh Pratap Singh University, Rewa

The university was established in 1961 and has jurisdiction over about 150 colleges in 6 districts, including Rewa where it is headquartered. Set up in 1984, the Department of Psychology at the university runs several MPhil and PhD programmes as well as a Masters' in Social Work, among other courses. For ASER 2017, students of the Study Centre for Social Work pursuing MPhil and MSW degrees participated in the survey.

Maharashtra: Ahmednagar

BPHES' Centre for Studies in Rural Development, Institute of Social Work and Research, Ahmednagar

Run by the Bhaskar Pandurang Hiwale Education (BPHE) Society, the institute was established in 1961 and is a pioneer in imparting education in social work. The institute offers a full time Masters programme in Social Work (MSW) and Mass Relations (MA-MR). The NSS Unit at the institute, comprising of 150 volunteers, participated in ASER 2017. The institute also partnered with ASER in November 2016 for a pilot exercise for 'Beyond Basics' conducted in 30 villages of Ahmednagar district.

Maharashtra: Satara

1. Pratham Institute for Education, Literacy and Vocational Training, Mumbai

With the objective of empowering youth who have dropped out of school, Pratham Institute provides vocational education and training in several trades such as automobile, beauty, hospitality etc. The institution has centres in 45 cities spread across 16 states. For ASER 2017, staff members from various centres participated in the survey.

2. Yashwantrao Chavan School of Social Work, Jakatwadi, Satara

Affiliated to Shivaji University, Kolhapur, the college was established in 1994 and offers Bachelors' and Masters' level courses in social work. The teaching learning methods applied in the college includes various field work components, wherein students get to enhance their learning by participating in supervised as well as unsupervised field activities. For ASER 2017, students of both BSW and MSW participated in the survey.

Manipur: Bishnupur

Chanambam Ibomcha College, Bishnupur

Popularly known as CI College, this co-educational college of higher learning is a government institution set up in 1965. Students of the Department of Education at the college participated in ASER 2017.

Meghalaya: Jaintia Hills

Thomas Jones Synod College, Jowai

Named after the father of the Khasi script, Rev. Thomas Jones, the college was founded in 1997. The college offers graduate level degrees in various disciplines such as political science, English, Khasi, environmental sciences etc. The college has very active NSS and NCC units which organize and participate in programmes for community awareness, hygiene, blood donation etc. The college has partnered with ASER in 2014 and 2016 for the ASER survey. This year as well, students belonging to NSS Unit conducted the ASER 2017 survey.

Nagaland: Kohima

Nagaland University, Meriema

Nagaland University is a Central University set up under the Nagaland University Act, 1989 passed by the Parliament of India. The university has four campuses and 37 departments offering courses in various disciplines. The Department of Education under the School of Humanities and Education offers MA degree course and PhD in Education. Presently, there are 25 PhD scholars working in the Department. 20 of these research scholars and 40 students from the MA course participated as volunteers for the survey in Kohima district.

Odisha: Khorda

Utkal University, Bhubaneshwar

One of the oldest universities in the region, Utkal University was founded in 1943 with the vision of being 'centre of excellence in higher education'. At present, the university has three constituent colleges and 27 post graduate teaching and research departments. Courses offered range from law, social sciences, business studies, and management, to various science courses. The students of the Department of Analytical and Applied Economics participated in the ASER 2017 survey.

Punjab: Amritsar

Guru Nanak Dev University, Amritsar

The university was set up in 1969 with the objective of imparting education in various faculties and promotion of Punjabi language. It has a number of faculties and departments offering courses in arts and social sciences, engineering and technology, life sciences and many other disciplines. The university has been an ASER partner for the last 4 years, conducting the ASER survey each year and participating in the 'Lakhon Mein Ek' campaign in 2015. Students of the School of Social Sciences participated in ASER 2017.

Punjab: Bathinda

Maharaja Ranjit Singh Punjab Technical University, Bathinda

Dedicated to the promotion of technical education and research in the region, the university runs engineering programmes and post graduation courses in subjects such as chemistry, mathematics, physics etc. Additionally, the university also offers humanities courses. The NSS Unit at the university partnered for ASER 2017.

Rajasthan: Udaipur

Vidya Bhawan Society, Udaipur

Established in 1931, Vidya Bhawan Society is widely known for its commitment to education in Udaipur district. The society has established and runs several schools, colleges for higher education including teacher training colleges. In addition to these, various developmental works related institutions are also run by the society. For ASER 2017, about 100 students from three colleges participated in the survey - Vidya Bhawan G.S. Teachers College, Vidya Bhawan Gandhian Institute of Educational Studies and Vidya Bhawan Rural Institute.

Tamil Nadu: Madurai

Madurai Kamaraj University, Madurai

Established in 1965, Madurai Kamaraj University is a premier institution of higher education. It has 20 schools, 77 departments, and various autonomous and affiliated colleges offering a range of undergraduate, graduate and postgraduate level courses. For ASER 2017, students from six different departments pursuing Masters and PhD courses participated in the survey

Telangana: Nizamabad

Telangana University, Nizamabad

Established in 2006 with six courses on its roster, Telangana University now offers over 26 courses including PhD courses in 13 disciplines, with faculties and departments of commerce, science, law, education etc. spread across three campuses. Masters' students of the Department of Social Work at the university participated in the ASER 2017 survey.

Uttar Pradesh: Bijnor

Krishna Group of Colleges, Bijnor

Founded in 2002 by Krishna Charitable Trust Society, Krishna Group of Colleges offers courses in education law, pharmacy, science and technology through several colleges and faculties. The college aims to increase accessibility of higher education education for students from minority communities. For ASER 2017, Masters' students from the Department of Social Work participated in the survey.

Uttar Pradesh: Varanasi

Banaras Hindu University, Varanasi

Popularly referred to as BHU, the university is one of the most widely known and respected names in higher education. Established in 1916, the university now has multiple campuses, several affiliated colleges and offers courses till PhD level in all major disciplines - commerce, law, arts, science etc. MEd and PhD students from the Faculty of Education located in the Kamaccha Campus, participated in ASER 2017.

Uttarakhand: Dehradun

Doon University, Dehradun

Set up in 2005, this autonomous university has eight schools that offer several academic courses from undergraduate to the PhD level in a range of disciplines such as design, media and communication, environment and natural resources etc. The School of Social Sciences at the university offers a 2 year MA as well as a special 5 year integrated MSc in Economics. Besides these, the school also offers integrated MPhil/ PhD courses. Students of the School of Social Sciences participated in ASER 2017.

West Bengal: South 24 Parganas

1. Jadavpur University, Kolkata

One of the foremost institutions of higher education and research in the country, Jadavpur University was officially established as a university in 1955, although its history can be traced back to 1905 when the National Council for Education was founded to strengthen the nationalist movement through education. The university has a NSS (National Service Scheme) Unit that has been functioning since 1969 and undertakes projects on topics such as health, education, disaster management etc. Volunteers from the unit took part in the survey and training for ASER 2017. The unit also partnered with ASER in 2016.

2. Sibani Mandal Mahavidyalaya, Namkhana

Affiliated to Calcutta University, the college was founded in 2013 to cater to the higher education needs in the backward region of South 24 Parganas district. The college offers undergraduate level courses in a number of subjects, and provides financial aid to students from economically and socially disadvantaged backgrounds. For ASER 2017, the volunteers were from the Department of Education and the Department of Geography.

Sample description

State: district	Surveyed villages	Surveyed households	Surveyed youth, by age			Surveyed youth, by gender	
			Age 14-18	Age 14-16	Age 17-18	Males	Females
Andhra Pradesh: Srikakulam	60	954	1047	663	384	494	553
Assam: Kamrup	60	874	967	599	368	480	487
Bihar: Muzaffarpur	60	962	1158	760	398	544	614
Chhattisgarh: Dhamtari	60	956	1198	720	478	561	636
Gujarat: Mehsana	60	962	1124	691	433	540	584
Haryana: Sonipat	60	933	1213	738	475	640	572
Himachal Pradesh: Kangra	60	891	1100	699	401	523	576
Jammu and Kashmir: Budgam	60	936	1154	648	506	501	652
Jharkhand: Purbi Singhbhum	60	849	961	609	352	443	518
Karnataka: Mysuru	60	936	1084	657	427	446	638
Kerala: Ernakulam	52	957	1005	657	348	478	524
Madhya Pradesh: Bhopal	60	952	1244	698	546	562	682
Madhya Pradesh: Rewa	60	921	1206	706	500	542	664
Maharashtra: Ahmednagar	60	946	1133	723	410	653	480
Maharashtra: Satara	60	954	1196	723	473	622	574
Manipur: Bishnupur	44	905	986	676	310	496	488
Meghalaya: Jaintia Hills	60	822	904	666	238	368	536
Nagaland: Kohima	50	740	809	574	235	383	426
Odisha: Khordha	60	889	1078	694	384	489	589
Punjab: Amritsar	59	904	1013	634	379	533	477
Punjab: Bathinda	60	953	1142	661	481	602	540
Rajasthan: Udaipur	60	920	1071	622	449	534	537
Tamil Nadu: Madurai	60	925	1044	648	396	484	560
Telangana: Nizamabad	60	945	1035	623	412	465	570
Uttar Pradesh: Bijnor	60	958	1284	769	515	548	735
Uttar Pradesh: Varanasi	60	964	1221	753	468	598	620
Uttarakhand: Dehradun	56	862	1077	690	387	521	555
West Bengal: South 24 Parganas	60	956	1078	697	381	524	554
All districts	**1641**	**25726**	**30532**	**18998**	**11534**	**14574**	**15941**

Household characteristics

State: district	% households which have a pucca house	% households which have an electric connection	Of households with electric connection, % households with electricity available on day of visit	% households which have a toilet	% households which have a television	% households which have a mobile phone	% households which have other reading material*
Andhra Pradesh: Srikakulam	75.6	99.3	99.0	38.6	84.3	97.9	42.0
Assam: Kamrup	38.8	91.2	94.9	86.3	57.3	92.6	49.7
Bihar: Muzaffarpur	42.3	84.5	93.4	49.4	41.6	98.2	66.7
Chhattisgarh: Dhamtari	50.3	99.0	98.5	96.8	84.8	95.6	50.4
Gujarat: Mehsana	76.7	99.3	99.5	94.2	88.0	97.8	33.8
Haryana: Sonipat	83.7	98.3	88.7	94.9	91.5	99.0	44.6
Himachal Pradesh: Kangra	67.0	99.3	99.1	89.4	97.2	99.9	52.1
Jammu and Kashmir: Budgam	65.0	94.9	72.3	71.7	68.8	99.0	30.0
Jharkhand: Purbi Singhbhum	13.3	82.8	90.9	28.8	42.9	91.2	50.1
Karnataka: Mysuru	42.4	96.6	97.5	77.7	86.2	96.9	32.9
Kerala: Ernakulam	83.3	99.8	98.7	99.5	96.4	100.0	81.1
Madhya Pradesh: Bhopal	33.9	91.8	87.2	81.7	77.2	98.2	50.6
Madhya Pradesh: Rewa	16.1	93.2	86.9	70.1	51.0	95.9	39.8
Maharashtra: Ahmednagar	62.2	96.2	95.4	75.3	86.6	98.5	49.3
Maharashtra: Satara	63.3	97.9	97.9	84.5	86.4	97.7	59.1
Manipur: Bishnupur	8.8	98.4	93.8	96.3	79.5	98.1	48.1
Meghalaya: Jaintia Hills	17.6	83.0	92.6	84.6	51.1	85.2	50.6
Nagaland: Kohima	17.3	99.1	89.1	96.1	73.0	97.8	74.0
Odisha: Khordha	55.9	95.9	96.6	49.5	76.2	96.5	35.9
Punjab: Amritsar	81.4	99.9	97.2	92.5	97.2	98.6	28.9
Punjab: Bathinda	83.6	99.7	97.5	98.1	94.8	99.6	25.4
Rajasthan: Udaipur	46.9	86.4	92.0	56.4	51.7	94.0	36.4
Tamil Nadu: Madurai	92.2	99.1	93.7	71.9	96.5	98.2	49.2
Telangana: Nizamabad	43.9	98.8	99.5	73.3	89.1	98.8	38.9
Uttar Pradesh: Bijnor	72.7	82.2	91.8	86.4	59.9	98.5	39.0
Uttar Pradesh: Varanasi	68.0	87.5	97.0	65.3	68.1	98.9	53.7
Uttarakhand: Dehradun	79.0	97.3	97.9	91.1	85.3	99.8	70.7
West Bengal: South 24 Parganas	36.0	90.1	98.4	87.4	60.5	97.3	50.2
All districts**	**51.7**	**92.1**	**95.0**	**72.9**	**68.9**	**97.4**	**48.1**

* Includes magazines, books other than school or college textbooks, etc.
** Does not include data for Satara (Maharashtra) and Amritsar (Punjab). See the sampling note for more information.

Parents' education

State: district	Mothers' education					Fathers' education				
	No education	Std I-V	Std VI-X	Above Std X	Total	No education	Std I-V	Std VI-X	Above Std X	Total
Andhra Pradesh: Srikakulam	53.5	20.8	22.8	2.9	100	42.7	19.1	26.9	11.3	100
Assam: Kamrup	24.5	12.0	52.1	11.5	100	20.6	12.7	40.9	25.8	100
Bihar: Muzaffarpur	51.2	15.1	28.4	5.4	100	26.7	13.8	43.1	16.4	100
Chhattisgarh: Dhamtari	34.7	29.2	31.8	4.3	100	12.6	28.6	41.0	17.9	100
Gujarat: Mehsana	31.9	21.8	40.1	6.2	100	11.9	15.5	46.2	26.4	100
Haryana: Sonipat	26.6	17.8	42.7	12.9	100	9.2	9.4	55.2	26.2	100
Himachal Pradesh: Kangra	7.3	15.3	55.2	22.2	100	3.6	8.3	55.4	32.7	100
Jammu and Kashmir: Budgam	81.1	5.7	11.4	1.8	100	48.3	8.1	29.2	14.5	100
Jharkhand: Purbi Singhbhum	55.3	15.1	27.4	2.3	100	35.2	14.1	38.9	11.9	100
Karnataka: Mysuru	46.2	17.0	34.2	2.6	100	43.4	20.0	29.1	7.5	100
Kerala: Ernakulam	0.2	2.1	40.5	57.2	100	1.1	4.8	51.6	42.5	100
Madhya Pradesh: Bhopal	55.1	27.1	15.6	2.2	100	26.1	23.9	37.0	13.0	100
Madhya Pradesh: Rewa	58.2	11.3	24.6	5.9	100	23.7	9.6	34.7	32.0	100
Maharashtra: Ahmednagar	17.7	20.1	51.1	11.1	100	7.8	16.0	44.4	31.8	100
Maharashtra: Satara	15.3	15.6	59.8	9.4	100	7.2	12.3	55.9	24.6	100
Manipur: Bishnupur	35.1	10.5	34.8	19.6	100	21.4	5.9	39.3	33.4	100
Meghalaya: Jaintia Hills	50.3	23.4	21.2	5.0	100	71.5	15.0	10.8	2.7	100
Nagaland: Kohima	30.7	26.5	39.2	3.7	100	17.7	15.7	54.1	12.5	100
Odisha: Khordha	22.6	20.3	48.1	9.0	100	16.8	17.5	47.2	18.5	100
Punjab: Amritsar	25.7	18.6	43.0	12.7	100	18.5	12.1	49.0	20.4	100
Punjab: Bathinda	36.5	19.4	37.9	6.2	100	24.7	12.7	50.2	12.5	100
Rajasthan: Udaipur	75.8	14.3	7.5	2.5	100	34.0	16.2	42.1	7.8	100
Tamil Nadu: Madurai	4.0	29.6	55.4	11.0	100	2.9	23.4	58.1	15.6	100
Telangana: Nizamabad	72.3	9.8	16.0	2.0	100	53.3	11.0	26.8	8.9	100
Uttar Pradesh: Bijnor	69.9	12.1	14.7	3.4	100	34.0	11.9	42.7	11.5	100
Uttar Pradesh: Varanasi	59.3	11.0	20.7	9.0	100	22.1	14.7	35.4	27.9	100
Uttarakhand: Dehradun	40.8	15.9	21.3	22.0	100	24.9	15.9	29.1	30.1	100
West Bengal: South 24 Parganas	33.5	27.5	36.4	2.7	100	24.1	25.0	43.6	7.2	100
All districts*	**43.7**	**17.4**	**31.4**	**7.5**	**100**	**25.3**	**15.9**	**40.9**	**18.0**	**100**

* Does not include data for Satara (Maharashtra) and Amritsar (Punjab). See the sampling note for more information.

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